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SPOKEN COCHABAMBA QUECHUA, UNITS 13-24.
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UNITS 13-24 OF THE SPOKEN COCHABAMBA QUECHUA COURSE FOLLOW THE GENERAL FORMAT OF THE FIRST VOLUME (UNITS 1-12). THIS SECOND VOLUME IS INTENDED FOR USE IN AN INTERMEDIATE OR ADVANCED COURSE AND INCLUDES MORE COMPLEX DIALOGS, CONVERSATIONS, "LISTENING-INS," AND DICTATIONS, AS WELL AS GRAMMAR AND EXERCISE SECTIONS COVERING ADDITIONAL GRAMMATICAL POINTS. SOME MATTERS OF STRUCTURE ARE DEALT WITH IN MORE DETAIL THAN WAS POSSIBLE IN THE BEGINNING COURSE. THE CULTURAL REFERENCES AND VOCABULARY USED REFER TO THE AREA IN AND AROUND THE CITY OF COCHABAMBA, BOLIVIA. (JD)

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"SPOKEN
COCHABAMBA QUECHUA "

Units 13-24

Vol. II

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Cornell University

August 30, 1964

" SPOKEN
COCHABAMBA QUECHUA "

Units 13-24

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Quechua Language Materials Project

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Cochabamba Quechua Volume II, Units 13 - 24

PREFACE TO THE STUDENT

This text was prepared by the Quechua Language Materials Project of Cornell University under contract with the US Department of Health, Education, and Welfare, Office of Education Contract No. SAE-9513, authorized by Public Law 85-864, Title VI, Part A, Section 602.

Some of the essentials of Cochabamba Quechua grammar were presented in Spoken Cochabamba Quechua, Units 1-12. Units 13-24 are intended for use in an intermediate or advanced course, and more complex Dialogues, Conversations, Listening-ins, and Dictations, as well as Grammar and Exercise sections covering additional grammatical points . Some matters of structure are dealt with in more detail than was possible in the beginning course.

Cochabamba, Bolivia

UNIT THIRTEEN

Dialogue

Teodora, a young woman who has just had her first baby is visited by mama Victuka, an elderly woman. T. Teodora. V. Victuka.

V.	be born	nasiy
	give birth	nasiči-kuy
	Good morning, Teodora. How are you? Have you given birth yet?	bwenos dias, teodora. imaynal̄á kanki? nasiči-kunkiñaču?
T.	sit (polite)	tiyari-kuy
	Yes, mama Victuka. Come in. Sit down.	arí, mama bihtuka. yaykurimuy á. tiyari-kuy.
V.	A little boy or a little girl?	q"arisituču, warmisitaču?
T.	expect, wait	suyay
	A little girl, ma'am. Her father was expecting a little boy.	warmisita, mamáy. tatan q"arisituta suyasarqa.
V.	first, ancient	ñawpa
	The first child should be a girl, so she will help us at home.	ñawpah wawitaqa warmisita kanan, wasipi yanapanawančahpah.

T.	That's true.	čapis ahnal̄atah.
V.	Her father probably wants a boy to help him in the field.	čahrapičá yanapanampah q"arisituta munašan tatanqa.
T.	It must be for that.	čaypahčá kanqa.
V.	Who helped you?	pitah yanapasorqa.
T.	Doña Filomena.	doña filomena.
V.	midwife	partera
	Yes, she is a good midwife.	arí, sumah parteral̄a
T.	Yes, she seems to know. I wonder what she made me drink.	arí, yačal̄ančus sina. imatačá uhyačiwarqa.
V.	strong	sinči
	hurt, pain	nanay
	It must have hurt a lot.	sinčitačá nanaykusorqa.

T.	take, hold	hap'iy
	Yes, the pain got me in the field.	arí. čahrapiñatah nanay hap'iwarqa.
V.	poor	pobre
	Poor Teodora.	pobre teodora.
T.	consciousness	yuyay
	lose	činkay
	I think I lost consciousness when I got here.	yuyayniytapuní sina činkači-kapusqani kayman čayaymusaspa.
V.	Poor thing!	pobresita!
T.	I wonder how I gave birth!	imaynapičus nasiči-korqanipis!
V.	It's that way with the first child.	ahnapuni ñawpah wawapeqa.
T.	It must have been that way with you.	ahnal̃atahčá qampipis karqa.

V.	elder	kurah
	My first child was born in the field itself.	kurah wawayqa tarpu kikimpi nasiykuwarqa.
T.	then	čantá (čaymantatah)
	Poor thing! Wasn't there any one there to take care of you?	ay pobresita! maná čantá ni pipis q"awarisuh karqa?
V.	There was no one. I gave birth alone.	mana ni pipis karqaču. sapal̃aypi nasiči-korqani.

Dialogue Review

V. bwenos dias, teodora. imaynal̃á kanki? nasiči-kunkiñaču?

T. arí, mama bihtuka. yaykurimuy á. tiyari-kuy.

V. q"arisituču, warmisitaču?

T. warmisita, mamáy. tatan q"arisituta suyasarqa.

V. ñawpah wawitaqa warmisita kanan, wasipi yanapanawančahpah.

T. čapis ahnal̃atah.

V. čahrapičá yanapanampah q"arisituta munašan tatanqa.

T. čaypahčá kanqa.

V. pitah yanapasorqa.

T. doña filomena.

V. arí, sumah parteral̃a.

T. arí, yačal̃ančus sina. imatačá uhyačiwarqa.

V. sinčitačá nanaykusorqa.

T. arí. čahrapiñatah nanay hap'iwarqa.

V. pobre teodora.

T. yuyayniytapuní sina činkači-kapusqani kayman čayaymusaspa.

V. pobresita!

T. imaynapičus nasiči-korqanipis!

V. ahnapuni ñawpah wawapeqa.

T. ahnal̃atahčá qampipis karqa.

V. kurah wawayqa tarpu kikimpi nasiykuwarqa.

T. ay pobresita! maná čantá ni pipis q"awarisuh karqa?

V. mana ni pipis karqaču. sapal̃aypi nasiči-korqani.

Grammar

1. Some special verbs.

Illustrations

čiriwan.	I am cold.
čiriwančah.	We (incl.) are cold.
čiriwayku.	We (excl.) are cold.
čirisunki.	You are cold.
čirisunkičah.	You (pl.) are cold.
čirin.	He is cold.

l̃arq"asqawan.	I am hungry.
č'akisqawan.	I am thirsty.
puñuy atisqawan.	I am falling asleep.
gustawan.	I like it. (It is pleasing to me)

gustaril̃asorqaču?	____________
kay čahra kawsay gustariwan.	____________

Drill

Substitute as suggested.

Examples:

1. Inst. čiriwan.
   Stud. čiriwančah.

a. l̃arq"asqawan.

b. č'akisqawan.

c. puñuy atisqawan.

d. kay gustawan.

2. Inst. kay čahra kawsay gustariwan.

Stud. kay čahra kawsay gustariwayku.

a. aq"anayawan.

b. lawa gustawan.

c. čiriwan.

d. č'akisqawan.

3. Inst. čirisunki.

Stud. čirisunkičah.

a. puñuy atisqasunki.

b. aq"anayasunki.

c. mana aq"anayasunkiču.

d. mana kay l̃ahta gustasunkiču.

4. Inst. mana čiriwanču.

Stud. mana čirinču.

a. mana misk'i gustawanču.

b. mana puñuy atiwanču.

c. mana č'akisqawanču.

d. mana aq"anayawanču.

Drill

Translate the English items in parenthesis in order to complete the sentences below.

1. (he likes) kay l̃ahta kawsay ____________.
   (you [pl.] probably like) kay l̃ahta kawsay ____________.
   (you probably like) kay l̃ahta kawsay ____________.

2. (I don't feel like having chicha) kunitanqa mana __________.
   (we don't feel like having chicha [excl.]) kunitanqa mana ____________.
   (they don't feel like having chicha) kunitanqa mana _______.

3. (I am thirsty) haku aq"á uhyamuna, ____________.
   (you are thirsty) haku aq"á uhyamuna, ____________.
   (they are thirsty) haku aq"á uhyamuna, ____________.

Drill

Answer the following questions.

1. puñuyču atisasunki?

2. aq"anayasasunkiču?

3. č'akisqančá.
4. l̄arq"asančá wawata.
5. wasin gustasunkiču?
6. čirisunkičahču?
7. č'akisunkiču?

Grammar points

In English we say 'I am hungry, thirsty, cold, sleepy'. We use the verb 'to be' and an adjective. Quechua speakers use verbs whose subject is a third person; what in English would be a subject is an object in Quechua. Thus, 'I am cold' is čiriwan Lit. 'It is cold for me' or 'to me'. Notice the pattern in the Illustrations. The verb *gustay*, borrowed from Spanish, is used the same way. So are a number of expressions meaning 'to feel like something' or 'to have a yen for something' such as *aq"anayay* 'to feel like drinking chicha'; *aq"a* 'chicha', *-na* and *-ya* are derivative suffixes.

2. Omission of *kay*

Illustrations

haqay uhrah. ____________
imá sutiykiri? ____________
bwenitul̄aču profesorniyki? ____________
saritaykipis k'ačital̄aqa. ____________

karurahču tokoman? ____________

maypitah alohamyentoykiri? ____________

imapahtah tukuy čayri? ____________

Drill

Answer the following questions.

1. hatunču wasiyki?
2. imaynatah fyesta?
3. sarayki yurahču?
4. kayču čayamoh wawayki?
5. hatučah papayohču tarpuykeqa?
6. ašk"a wawasniyohču mamayki?
7. tukusqañaču wasiyki?

Grammar points

The verb *kay* 'be' is frequently omitted in Quechua. One can say: *wasi* *huč'uy* *kašan*. or

wasi(*qa*) *huč'uy*. 'The house is small'

The topic marker *-qa* is often included in sentences where the verb *kay* is omitted. These sentences will be called *verbless* *equational* *sentences*.

The verb *kay* is omitted in another type of clause where a relational occurs with one of the items:

ima-pah-tah	tukuy	čayri?
'what for (-tah 'all' signals a question)		'that' [-ri is an indep. suffix]

3. Modifier and head

Illustrations

q"el̃a řuna	lazy man
mančay hatun čahra	a very large field
ñawpah wawitaqa	the first child
kay hatun sač'a	this large tree
ašk"a hobero wawitas	these blond children
wasi punku	house door
mayu kantu sač'a	river edge tree
wasa kal̃i	back street
q"el̃u t'ikas	yellow flowers
pisi q'omer abas	few green beans
yurah sarata apamusan.	He brings white corn.
puka pol̃erayoh purisarqa.	She was going around with a full red skirt.
kunan pača	right now
čaymanta pača čayamun.	He arrives from that very place.
č"ika unayta činkan!	He has been lost for such a long time!
č"ika sinčita paraykamun!	It has rained such a long time!

may č"ika watasta mana mayu čayamunču!	How many long years the river hasn't risen!
čay č"ika pisita apamusan!	He brought so little!

Drill

Translate the English items in parenthesis in order to complete the sentences below.

1. (from a large beautiful town) ____________ hamuni.
2. (this nice town) ____________ punata sutiyoh.
3. (candy balls) ____________ qosayki.
4. (white house door) mana ____________ gustanču.
5. (peasants) ____________ l̆ahtaman čayamusan.

Grammar points

Modifiers occur before the *head*. (*Head* is a term referring to the item which is being modified. In the English phrase *good boy*, *boy* is the head and *good* is the modifier. In the phrase *very good*, *very* is the modifier and *good* is the head).

Compare:

q"el̆u *t'ikas*	'yellow flowers'
and	
t'ikas *q"el̆u* (*kanku*)	'the flowers are yellow'

pača is a substantive referring to time. č"ika is a substantive referring to quantity. It is commonly used in sentences which require a translation with English exclamatory sentences. Review the illustrative sentences where both of these substantives occur.

4. -sqa forming a type of modifier.

Illustrations

qal̃ari papaqa kunal̃anrah al̃asqa papa.	New potatoes are those which have been recently dug.
onqosqa řuna.	A sick man.
muspasqa wayna.	A confused young fellow.
wakičisqa aq"a.	Prepared chicha.
qampa wakičisqayki aq"a.	The chicha which you prepared.
qampa wakičisqayki aq"as.	The chichas which you prepared.
qampa wakičisqayki.	The one which you prepared.
qampa wakičisqasniyki.	The ones which you prepared.

Drill

Form substantives from the verbs in the column on the left and make them modify the substantives in the column on the right.

čihlay	koka
kargay	buřu
tukuy	wasi
munay	wawa
l̃ank'ay	hal̃p'a

Drill

Complete the pattern as indicated in the example below.

Example: Inst. gobyernoh munasqan řuna.

Stud. gobyernoh munasqan řuna.

gobyernoh munasqan řunas.

gobyernoh munasqan.

gobyernoh munasqasnin.

1. qampa řuwasqayki wasi.
2. wawah munasqan misk'i.
3. profesorpa yačačisqan wawa.
4. noqah kargasqay buřu.
5. pedroh apamusqan wal̃pa.

Grammar points.

-sqa is a suffix which derives substantives from verbs:

čihl̃a-y	'to choose'
čihl̃a-sqa	'chosen'
muna-y	'want', 'love'
muna-sqa	'loved', 'wanted'

The substantives thus derived are frequently used as modifiers.

Listening-In

ñawpah q"ari wawa kani. řamuku sutiy. tarpu kikimpi mamay nasiči-kuwasqa, čaymanta pača tarpul̄api purini, tarpul̄api l̄ank'ani. wasiypi tiyan kinsa warmi wawas. manan paykunaqa tarpupi l̄ank'ankuču, wasil̄api mamayta yanapanku. sapal̄ay ñawpah q"ari wawa hina tarpupi l̄ank'ani.

teodora tarpu kikimpi masiči-kun warmisita wawata. tatan q"arisitu kananta munarqa. mama bihtuka "warmisita kananqa sumahl̄a" nin, "wasipi yanapa-kunanpah". mana nipi yanapanču teodorata, pay sapal̄ampi nasiči-kun.

Conversations

I.

A. Listen, Mama Victuka, please help me.

B. Why not? What shall I help you with?

A. My wife is giving birth.

B. I'm not a midwife, Doña Filomena knows about those things.

II.

A. Have you already given birth, Teodora?

B. Yes, Mama Victuka.

A. A little girl or a little boy?

B. A little girl ma'am. Is it alright?

III.

A. The pain that got you must have been bad.

B. Yes, the pain got me in the field.

A. Poor Teodora. How you must have cried!

B. I had lost consciousness upon coming here.

Cochabamba, Bolivia

UNIT FOURTEEN

Dialogue

Jacinto has a back ache. Honoria, his wife, gets a curer, Doña Andrea. She looks at him and tells Honoria what to do.

J. Jacinto. H. Honoria. A. Andrea.

J.	well	al̄in
	I'm not well, (wife). Ouch!	ay, ay, ay! mama al̄inču, warmi.
H.	What's the matter?	imayóh kankiri?
J.	back	wasa
	I have a bad back ache.	kay wasal̄ay ančatatah nanasqawan.
H.	pneumonia	pulmonia
	Maybe you are about to get pneumonia.	iča pulmonia hap'iy munasqasunki.
J.	medicine man	hampiri
	call	wahyay
	Would you go call a medicine man?	uh hampiri wahyarqorimuwah.

H.	cure, medicine	hampiy
	Doña Andrea knows how to cure. I'll go call her for you.	mama andrea sumáh_yačan hampiyta. wahyarqampusayki.
	Doña Andrea, my husband is sick. I wonder what is wrong with him.	mama andrea, qosay onqosqa kasqan. imayohl̄ačus kampis.
A.	What hurts?	imantah nananri?
H.	His back, he says.	wasan, nin.
A.	cold	čiri
	I wonder if he drank cold water while he perspired.	hump'isaspačá čiri yakú uhayaykorqa.
H.	keep	waqayčay
	Perhaps. These men don't know how to take care of themselves.	ičatahpis ari. manatah kay q"arisqa waqayča-kúy yačankuču.
A.	Let's go see him. Perhaps we'll know how to cure him.	haku q"awamusun. iča yačasunman imawančus hampiyta.
H.	God	dyus
	pay	pagay
	Let's go ma'am. God will repay you.	haku ari, mamáy. dyus pagarapusonqa.

A.	Good morning, Jacinto. How do you feel?	bwenos dias, tata hasinto. imaynal̄á kanki?
J.	I'm not well, Andrea.	mana sumahču kani, mamáy andrea.
A.	What hurts?	imaykí nananri?
J.	My back.	kay wasal̄ay.
A.	touch	l̄uhčiy
	Let's see. I'm going to feel you. Is it here?	abér. l̄uhčirisqayki. kaynehpiču?
J.	there	čaypi
	Yes, there. Ouch!	ay, ay! arí čaynehpi.
A.	pass, spend	pasay
	expose oneself	pasaykuči-kuy
	You must have been exposed to the cold.	čiriwanča pasaykuči-korqanki.
J.	It must be that, Andrea. Would you give me something?	čayčá kanqa, mamáy andrea. imal̄aykitapis qoriwankiman.

A.	boil	t'impuy
	to cause to boil	t'impučiy
	prepare	wakičiy
	Boil some water, Honoria, to prepare the medicine.	yakú t'imporqočisqay, doña onorya, hampí wakičinapah.
H.	Yes, ma'am.	čay, mama.
A.	barley	sewada
	black	yana
	corn	sara
	Bring barley and black corn.	sewadá apamuy, yana saratawan.
	get well	sumahyay
	witchcraft	layqa
	If your husband doesn't get well with this it must be sorcery.	mana kaywan qosaykí sumahyahtenqa layqačá kanqa.
H.	injection	inyehsyón
	Yes, ma'am. Should I buy a shot?	čay, mama. inyehsyontaču řantiyman?
A.	What is that for?	imapah čayri?

	drugstore	botika
	be expensive	ančapi kay
	Drugstore medicines are expensive. But they don't cure anything.	botika hampisqa ančapi kanku. manatah ni imá hampinkuču.
H.	That's the way it is.	ahnatah čaypis ari.
A.	cause illness	mil̄ayay
	Drugstore medicines make people sick.	botika hampisqa řuná mil̄ayačinku.
	cover	q"atay
	bundle up	q'epičay
	wrapped up	q'epičasqa
	wrapped up (dim.)	q'epičasqeta
	Honoria, cover your husband well. Keep him well wrapped up so he will perspire.	doña onorya, sumahta q"ataykuy qosaykita. sumah q'epičasqetapi hap'inki hump'iy atinampah.
H.	Yes, Andrea. May God repay you.	čay, mama andrea. dyus pagarapusučun.
	Here are some potatoes. Take this with you. Cook them for yourself.	kayqa papita. kaysitú apari-kuy. wayk'uri-kamuy.

A.	Yes, ma'am. Thank you.	čay, mama. agradeseyki.
	dawn	sut'iyay
	I'll come back tomorrow at dawn.	q'aya sut'iyaymanta kutimusah.

14.7

Dialogue Review

J. ay, ay, ay! mana al̄inču, warmi.

H. imayóh kankiri?

J. kay wasal̄ay ančatatah nanasqawan.

H. iča pulmonia hap'iy munasqasunki.

J. uh hampiri wahyarqorimuwah.

H. mama andrea sumah yačan hampiyta. wahyarqampusayki.
mama andrea, qosay onqosqa kasqan. imayohl̄acus kampis.

A. imantah nananri?

H. wasan, nin.

A. hump'isaspačá čiri yakú uhayaykorqa.

H. ičatahpis ari. manatah kay q"arisqa waqayča-kúy yačankuču.

A. haku q"awamusun. iča yačasunman imawančus hampiyta.

H. haku ari, mamáy. dyus pagarapusonqa.

A. bwenos dias, tata hasinto. imaynal̄á kanki?

J. mana sumahču kani, mamáy andrea.

A. imaykí nananri?

J. kay wasal̄ay.

A. abér. l̄uhčirisqayki. kaynehpiču?

J. ay, ay! arí čaynehpi.

A. čiriwančá pasaykuči-korqanki.

J. čayčá kanqa, mamáy andrea. imal̄aykitapis qoriwankiman.

A. yakú t'imporqočisqay, doña onorya, hampí wakičinapah.

H. čay, mama.

A. sewadá apamuy, yana saratawan. mana kaywan qosayki sumahyahtenqa layqacá kanqa.

H. čay mama. inyehsyontaču řantiyman?

A. imapah čayri? botika hampisqa ančapi kanku. manatah ni imá hampinkuču.

H. ahnatah čaypis ari.

A. botika hampisqa řuná mil̄ayačinku. doña onorya, sumahta q"ataykuy qosaykita. sumah q'epičasqetapi hap'inki hump'iy atinampah.

H. čay, mama andrea. dyus pagarapusučun. kayqa papita. kaysitú apari-kuy. wayk'uri-kamuy.

A. čay, mama. agradeseyki. q'aya sut'iyaymanta kutimusah.

Grammar

1. Diminutives

Illustrations

bwenitul̄aču profesorniyki? ______________

kay kinsital̄a, tatáy. ______________

čay yuritupi. ______________

Drill

Give the diminutives as in the example.

Example:

Inst. kasero

Stud. kaseritu

Inst. bwena

Stud. bwenita

Inst. kay

Stud. kaysitu

1. sara
2. huč'uy
3. č"ika
4. ašk"a
5. lawa

Grammar points

The diminutive suffixes *-itu*, *-ito*, *-ita*, *-situ*, *-sito*, *-sita* were borrowed from Spanish. Their distribution is unpredictable. *o* and *u* vary freely as they do in word-final position in most Quechua words. *-itu*, *-ito*, *-sito* are usually added to substantives ending in *o* or *u*, *-ita*, and *-sita* to substantives ending in *a*. *-situ* and *-sita* usually occur after consonants.

These suffixes occur immediately after the root, and form part of the substantive stem to which other suffixes can be added:

warmi-sita-s-rayku 'on account of these little women'

Diminutives may indicate small size, but they are also used for endearment, etc. as in Spanish: *pepituy* 'My little Joe'.

2. The Verbalizer *-ya*

Illustrations

q"el̃a	lazy
kay dyas wal̃pay q"el̃ayasqan.	____________
mil̃ay	dirty
botika hampisqa řuná mil̃ayačinku.	____________
čahru hampiswan astawan peroyaykun čay don hasintu.	With those mixed remedies Don Jacinto has worsened.

Drill

Give a derived infinitive as in the example and guess the meaning.

Example:

Inst. q"el̃a

Stud. q"el̃ayay

1. hatun
2. wayna
3. sut'i
4. řuna
5. ašk"a

3. The distributive modal suffix -ra

Illustrations

maqapuwan.	He punishes him. (a mother complaining, about her child being punished by someone else)
maqarapuwan.	He punishes each one of them. (a mother complaining about her children being punished by someone else)
wawayta hayt'apuwan.	He kicks my child.
wawasniyta hayt'arapuwan.	He kicks each one of my children.

apay čay q'epita.	Carry that bundle.
apay čay q'epista.	Carry those bundles.
aparay čay q'epista.	Carry those bundles one by one.

kirpay čay mankata.	Cover that pot. (with its cover)
kirparay čay mankata.	Uncover that pot.
q"atay čay mankata.	Cover that pot. (with a cloth as if to hide it)
q"ataray čay mankata.	Uncover that pot.
tapay* čay mankata.	Cover that pot. (with its cover)
taparay čay mankata.	Uncover that pot.

Drill

Translate the English items in parenthesis in order to complete the sentences below.

1. (teaches one by one) hasinto ________ řunasninman.
2. (prunes one by one) řamukunčah kantumanta sačasninčahta ____________.
3. (cover) _________ wawasta.
4. (washes) manwela wawasninta _________.
5. (I already uncovered) manka _________.

Grammar points

The distributive modal suffix -ra indicates that an action

*This is the most commonly used verb.

is performed as a series. It is usually translated 'one by one'.

With some verbs, however, the same form means to do the contrary of whatever is indicated by the verb. This meaning of *-ra* is not very frequent.

4. Comparison

Illustrations

qanmantaqa noqa aswan hatun kani.	I am bigger than you.
qanmanta aswan hatun kani.	I am bigger than you.
qan hina hatun kani.	I am as big as you.
noqaqa mana qan hina hatunču kani.	I am not as big as you.
tukuymanta aswan hatun kani.	I am the biggest.
aswan puka kah.	The most red.

Drill

Combine the two sentences given below into a comparative sentence as in the example.

Example:

Inst. qan hatun kanki. noqa hatun kani.

Stud. qanmantaqa noqa aswan hatun kani.

1. hal̃p'ayki hatun. hal̃p'ay hatun.
2. čay hal̃p'a sumah. kay hal̃p'as sumah.

3. sarayki puka. saray puka.
4. buřusnin ašk"a. buřusniyki ašk"a.
5. l̃ahtayki hatun. l̃ahtayku hatun.

Drill

Combine the two sentences given below into a comparative sentence as in the example.

Example:

Inst. qan hatun kanki. noqa hatun kani.

Stud. qan hina hatun kani.

1. sarayki ašk"a. saray ašk"a.
2. wawasniy hučuyčah kanku. wawasniyki huč'uyčah kanku.
3. mamayki bwena. mamay bwena.
4. warmiy wayk'un. warmiyki wayk'un.
5. asensyo indyu řuna. noqančah indyu řunas.

Drill

Combine the two sentences given below into a comparative sentence as in the example.

Example:

Inst. noqa hatun kani. qan hatun kanki.

Stud. noqaqa mana qan hina hatunču kani.

1. wakay hatun. wakayki hatun.

2. tarpuy sumah. tarpuyki sumah.
3. indyus hoberos kanku. yankis hoberos kanku.
4. hose huč'uy. pedro huč'uy.
5. čay řuna q"el̃a. kay uh řuna q"el̃a.

Drill

Answer as in the example.

Example:

Inst. hatunču kanki?

Stud. arí, tukuymanta aswan hatun kani.

1. čay waka hatunču?
2. čay sara sumah yurahču?
3. čay řuna q"el̃aču?
4. čay piskuču aswan sinči?
5. kay buřuču aswan huč'uy?

5. Narrative

Illustrations

imaynatah kasqa čay lawa?	What was that mush like?
doña presenta kasqa.	____________
čay yuritupi yaku q'oñiyki kasqan.	____________
řamukuhpa yuritumpi yaku q'oñin kasqa.	There had been water in Ramuku's jug.

mama andrea, qosay onqosqa kasqan.	____________
qosan onqosqa kasqa.	They say her husband was sick.
hwán wañučisqa.	They say John killed.
hwán kunitan wal̄pata wañučisqan.	John is killing the hen now.

Drill

Translate the English items in parenthesis in order to complete the sentences below.

1. (they say he arrived)	tata kura mana __________ pwebloman čay watapi.
2. (they say he was)	onoryah qosan onqosqa ______.
3. (he is)	qosayki layqasqa.
4. (it is)	mana sara sumahču __________.
5. (they say it was)	sebada sumah _________.
6. (he is)	wawa _________.
7. (they say he went)	řamuku l̄ahtaman __________ tawa buřusqan.
8. (she is boiling)	marya yakuta __________ kunitan.
9. (they say she boiled)	marya yakuta ________.
10. (he is doing)	imatá hampiri _________.

Grammar points

The narrative is used when telling a story, when reporting something the speaker hasn't seen or isn't sure of. The narrative usually refers to the past, but may refer to events that have not taken place. It is also used when a doubt the speaker had, has been clarified.

-sqa, narrative, is not followed by -n third person singular, -sqa itself signals 3rd p. sing. actor when it is not followed by another personal suffix:

ka-sqa-ni	'that I had been'
ka-sqa-nki	'that you had been'
ka-sqa	'that he (she, it) had been'
ka-sqa-nčah	'that we (incl.) had been'
ka-sqa-yku	'that we (excl.) had been'
ka-sqa-nkičah	'that you (pl.) had been'
ka-sqa-nku	'that they had been'

You may remember the context where the sentence doña presentapuni kasqa occurred: neither interlocutor knew who had died. One of them finds out that it was indeed doña Presenta. His doubt was clarified and he reports: doña presentapuni kasqā. imaynatah kasqa čay lawa? 'What was that mush like? i.e. What had it been like once you tasted it and made sure' čay yuritupi yaku qoñiyki kasqan. kasqan means 'is'. This -sqa is continuative (and alternates with -ša and -sa) and must not be confused with -sqa narrative. With kasqan the speaker states a fact which is going on; with kasqa the speaker reports about something.

We will now summarize the different uses of the form -sqa.

1. -sqa continuative, alternates with -sa and -ša. This is a modal suffix. Unit Five. Example: řuwašan, řuwasan, řuwasqan 'he is making'.

2. -sqa, future, alternates with -sa. Unit Fifteen. Examples: řuwa-sqa-yku 'We (excl.) will make', qo-sqa-yki 'I will give you', qo-sqa-ykičah 'I will give you (pl.)'.

3. -sqa, substantivizer.

   a. used as a modifier. Example: munasqa řuna 'loved man'

6. Review of imperatives

Illustrations

yanapaway.	Help me.
yanapawayku	Help us.
mayĩapuy	Wash it for her.
qoy	Give him, give them.
qowayčah	You (pl.) give me.
bendeyčah	Sell (you pl.) to him.

Drill

Answer with an imperative:

1. hampiykiču?
2. pagaykičahču?
3. yakuta t'impučipusahču doña onoryapah?
4. řantipusahču paykunapah?
5. sará qosaykiču?

Listening-In

tata hasintu onqoyman čayan. ima onqoymančus čayampis, manan yačáy atisqankuču. layqa kanqa ninku wakinkunaqa. mama onorya hampih ruega-kun. yakuta t'impučispa, siwadata yana sarawan čahruspa wasanman q'epičan. sumahta q"atanku tata hasintuta, čay tuta enterota mančayta hump'iykun, čay tutahpa q'ayampi ñan al̃inyasarqaña.

Conversations

I.

A. Where do you have a pain? What is it you feel?

B. I don't know what's wrong with me, I just have a back ache.

A. You must have drunk cold water while you were sweating.

B. It must have been that, I don't even know myself.

II.

A. I am taking drugstore remedies.

B. Who is sick?

A. Andrea, my wife, is rather sick.

B. Quick, then, maybe she will get worse still.

III.

A. They have bewitched your husband.

B. What am I going to buy?

A. You have to take him to the witch doctor.

B. If it is that way, I will have to take him.

Cochabamba, Bolivia

UNIT FIFTEEN

Dialogue

Don Isidro is branding his cows. His family and friends, Tomaku and Antonio, are helping him. I. Isidro. T. Tomaku. A. Antonio.

T.	Don Isidro, we come to help you.	don isidro, yanapaykureh hamusqayku.
I.	chicha	aq"a
	drink	uhyay
	Come in, come in. Let's drink this chicha.	yaykumuyčah, yaykumuyčah. kay aq"etá uhyaykurisun.
T.	Oh fine! Well, let's drink.	á baya! uhyaykurina ari.
I.	lassoer	laseadór
	Don Tomaku, you must be a good lassoer.	don tomaku, sumah laseadorčá qan kawah.
T.	forget, forgetfulness	qonqapuy
	Not any more. I'm beginning to forget.	manatah. kay qonqapuyta munasqaniña.

I.	remember	yuyariy
	With this chicha you will remember now.	kay kunan aq"etawan yuyarerqol̃anki.
A.	Come on, let's go.	haku řinal̃aña.
I.	post	pwesto
	take one's place	pwestonča-kuy
	Let's take our places first.	pwestonča-kunarah aswan usqaytaqa.
	iron	fyeřo
	brand	markay
	You as lassoer, Tomaku. You will take the iron, Antonio, in order to brand.	qan laseadormanta, tomaku. qantah fyeřo hap'inki, antonyo, markanaykipah.
T.	ear	ninri
	cut	k'utuy
	Albert you will cut ears.	alberto, qan ninrin k'utunki.
I.	ribbon	sinta
	Let Mary tie ribbons.	kay marya sintá čuračun.
	horn	wahra
	cut	k"učuy
	Let Pascual cut the horns.	paskwál wahrán k"učonqa.

	tail	čupa
	Let Simon cut tails.	kay simón čupán k"učučun.
	And Peter will collect the blood.	pedrotah l̃awarninta hap'enqa.
T.	which	mayqen
	begin	qal̃ariy
	bull	toro
	white	yurah
	With which one shall we begin? With that black bull or with this white cow first?	mayqenwán qal̃arisun? haqay torowanču, kay yurah wakawanrahču?
I.	Let it be with this cow.	kay wakawanrah kačun.
T.	calf	terneru
	behind	q"epa
	And those calves later?	kay terneritustarí q"epal̃amančú?
I.	Yes, yes.	arí, arí.
T.	ready	listu
	Ready? Are you all set?	yastá? listuñaču kankičah?
A.	Yes. Let's get going.	ya. qonal̃aña.

Dialogue Review

T. don isidro, yanapaykureh hamusqayku.

I. yaykumuyčah, haykumuyčah. kay aq"etá uhyaykurisun.

T. á baya. uhyaykurina ari.

I. don tomaku, sumah laseadorčá qan kawah.

T. manatah. kay qonqapuyta munasqaniña.

I. kay kunan aq"etawan yuyarerqol̄anki.

A. haku řinal̄aña.

I. pwestonča-kunarah aswan usqaytaqa. qan laseadormanta, tomaku. qantah fyeřo hap'inki, antonyo, markanaykipah.

T. alberto, qan ninrin k'utunki.

I. kay marya sintá čuračun. paskwál wahrán k"učonqa. kay simón čupán k"učučun. pedrotah l̄awarninta hap'enqa.

T. mayqenwán qal̄arisun? haqay torowanču, kay yurah wakawanrahču?

I. kay wakawanrah kačun.

T. kay terneritustarí q"epal̄amančú?

I. arí, arí.

T. yastá? listuñaču kankičah?

A. ya. qonal̄aña.

Grammar

1. Future time, review

Illustrations

kay pučohtaqa q'ayal̄añа tukusah.	____________
q'aya sut'iyaymanta kutimusah.	____________
qan ninrín k'utunki.	____________
pay hinal̄atapuni nenqa, ari.	____________
mayqenwán qal̄arisun?	
mayqenwán qal̄arisunčah?	
hamoh watapi noqayku l̄ank'amusayku čay hal̄p'ata.	We will cultivate that land next year.
qankuna wasita řuwamunkičah.	You will build a house.
čay hinamantaqa sumahl̄apičá kawsakonqanku.	____________
misk'isitá qorisqayki.	I will give you candy.
misk'isitá qorisqaykičah.	I will give you (pl.) candy.

Drill

Give the corresponding plural form of the verb.

1. noqa sumahta q"awapusah. (incl.)
2. mana oq"ariy atenqaču.
3. qan tarpuyta qal̄arimunki.

4. pay hal̄p'ata l̄ank'amonqa.
5. sut'iyayta řinki.
6. q'aya uhyah řisah. (excl.)
7. aswan uh řatunehman tususah. (incl.)

Drill

Substitute the suggested subjects.

1. noqa q'aya sut'iyaymanta kutimusah.

pay

doña onorya

paykuna

qan

2. pedrotah l̄awarninta hap'enqa.

noqančah

qan

noqayku

qankuna

3. kay simón čupán k"učonqa.

qan

paykuna

pay

noqančah

4. mašk"a buřuswan řisah.

qankuna

řamuku

noqayku

noqa

qan

Drill

Answer the following questions:

1. manačá q'aya hampí apamuyta qonqankiču?
2. noqaču yana wakil̄ahpa ninrinta k'utusah?
3. mayk'ah qal̄arisun?
4. q'ayaču pagasonqanku?
5. q'aya řinkiču wakas markaypi yanapah?
6. noqaykuču, qankunaču wayk'usunčah?
7. q'ayaču kasaranqanku fakundo eliberawan?
8. pitatah gobyerno alkaldemanta čuranqa?
9. pitah fyestapi tusonqa?

Drill

Add -sqa or -sa which will make the verb forms refer to the future as in the example.

Example:

Inst. misk'isitú qoyki.

Stud. misk'isitú qosqayki.

1. čahrata q"awapuyki.
2. čayta qoyki.
3. papata saratawan čihl̄ayki.
4. kokata apamuykičah.
5. ašk"a papata apamuyki.

2. The Substantivizer -na

Illustrations

yastaña mik"una.	__________
haku q"awarimuna noqawanñatah ari.	__________
akompañanari-kuna.	__________
hina pitaykurinapis ari.	__________
haku řinal̄aña.	__________
ašk"a apamunayki kasqan.	I have a lot to bring.
ašk"a apamunayki tiyan.	I have a lot to bring.
čayl̄ata ašk"aña q'epinay.	__________
tukuy čaymanta uh librupi orq"onaypah.	__________
hamu-kunal̄aykipahpuni.	__________
kaypi q"epa-kuy pay čayamunan kama.	Stay here until he arrives.
munani yanapanawaykita.	I want you to help me.

Drill

Give the nouns which are derived from the following verbs as in the example and guess the meaning.

Example:

Inst. mik"uy.

Stud. mik"una. (food)

1. puhl̃ay
2. puñuy
3. yaykuy
4. qaray

Drill

Give the expression meaning "let us go _____" as in the example.

Example:

Inst. l̃ank'ay

Stud. haku l̃ank'amuna.

1. mik"uy
2. q"away
3. apuray
4. uhyay
5. pitay

Drill

Give the expression which will mean "to have a lot to ____" as in the example.

Example:

Inst. anča l̃ank'ani.

Stud. anča l̃ank'anay.

1. ašk"ata q'epini.
2. ašk"á řuwanki.
3. ašk"á apanki.
4. ašk"ata wayk'un.
5. ančá wayk'un.
6. ančá l̃ank'anku.
7. ašk"á tarpunčah.
8. ašk"ata řuwayku.
9. ašk"ata q'epinkičah.

Drill

Give the expression which will mean "in order to ________" as in the example.

Example:

Inst. l̃ank'ani.

Stud. l̃ank'anaypah.

1. usqayta hamunki.

2. ančá l̄ank'anki.
3. warmi kutimun usqayta.
4. wawas puhl̄ay atinku.
5. noqayku papá mik"uyku.
6. qankuna čayta wil̄ankičah.
7. noqa alohamyentoyman řini.
8. čay řunakuna čahramanta l̄ahtaman řinku.

Drill

Substitute the suggested subjects.

1. munani yanapanawaykita.
   hwán
   mamayki
   paykuna

2. profesor munan hamunaykuta.
   profesores
   qan

3. hal̄p'ayoh munan l̄ank'anaykuta.
   paykuna
   qan

Drill

Translate the English items in parenthesis in order to complete the sentences below.

1. (until they arrive) kaypi q"epa-kuy ___________.
2. (until I come) kaypi q"epa-kuy ___________.
3. (until your mother gets here) kaypi q"epa-kuy ___________.
4. (until the landlord arrives) l̃ank'ayčah _________________.
5. (until we come back) l̃ank'ayčah _________________.
6. (until the mayor says) l̃ank'ayčah wah hinamanta ___.

Grammar points

-na is a substantivizer; it derives substantives from verbs:

mik"u-y	'eat'
mik"u-na	'food'
mik"u-na-s	'foods'

A form derived by -na always adds the personal suffixes that normally go with substantives:

puhl̃a-na-y

puhl̃a-na-yki

puhl̃a-na-ykičah

Verbs plus -na are used with clearly substantival functions:

puhl̃anayta munani 'I want my toy'

But they are also used as verbals, i.e. as centers of subordinate clauses.

Example:

hamuni mik"unampah 'I came so that he could eat'

yanapawayku noqayku l̃ank'anaykupah 'Help us so that we can work'

pay řinanta munani 'I want him to go'

There are two main types of subordinate clauses with *-na*. The subject of the subordinate clause is different from that of the main clause in both types. The most common are na-pah-clauses which express purpose:

hamuni mik"unampah 'I came so that he could eat'

-na clauses usually occur with the word *kama* 'until'. The action of the verb in the main clause continues until the action of the *verbal* in the subordinate clause interrupts it:

kaypi q"epanki pay čayamunan kama 'Stay here until he comes back'

na-ta-clauses function as direct objects of certain verbs. They always contain a subject which is different from the one in the main clause:

mik"unanta munani 'I want him to eat'

uninflected na-forms are often used to mean 'let's':

q"awamuna 'Let's look!'

haku řipuna 'Come on, let's go!'

Finally, na-forms are used to express obligation: *ašk"a apamunay kasqan* 'I have a lot to carry'. Lit. 'Much my load is'. *ašk"a apamunay* is the subject of the verb *kasqan*. *tiyan* is also used in this construction. Notice that in *ančata* *l̃ank'anay* *tiyan* 'I have a lot of work to do', *l̃ank'anay* takes a direct object.

wasita *l̃ank'anan* *tiyan* 'He has to build a house'.

3. The inceptive modal suffix *-ri*

Illustrations

puñuričil̃awayña entonses ari.	____________
qoriway á?	____________
haku q"awarimuna.	____________
pasaričiway.	Excuse me (used when one goes across someone else's property)

Drill

Make the following command forms more polite by inserting the suffix *-ri* immediately after the stem.

1. wakaykita q"awačiway.
2. imaynata wayk'urinki. yačačiway.
3. mik"unaykita qaramuway.
4. kay tarpupi yanapaway.
5. q'aya dya hamuy.
6. imatá mik"usanki. qoway.
7. wawayta mask'ay.

Grammar points

-ri is an inceptive modal suffix. It means 'to begin to': *inkyetakuy* 'to be restless': *inkyetarikuy* 'to begin to be restless'. It is commonly used to add politeness: *qoway* 'give me': *qoriway* 'Please give me'.

4. The modal suffix *-rpa*

Illustrations

qolqeyčus kanman čayqa, řantirpariyman.	If I had money I would buy it right away.
hwán wañurpačin.	John killed him.
qorpay.	Hit him.

Drill

Insert *-rpa* after the verb stem in the following expressions thus adding a certain roughness, or suddenness.

1. čay q"awa-kusqančah wakatapis řantirinkuña.
2. čay yanta purisaspal̄a puñusqa.
3. sumah amigul̄atatah maqasqa.
4. uh watuyl̄api l̄ank'asqa.
5. yurah wal̄panta wañučisqa.

Grammar points

The modal *-rpa* indicates that an action is performed suddenly, quickly, or roughly: *qoy* 'give': *qorpay* 'give blows': *koreykuriy* 'Run in it please': *kořeykurpariy* 'Run in it quickly please'.

5. The honorific modal suffix *-rqo*

Illustrations

řiy mik"orqori-koh.	Please go and eat.
kay kunan aq"etawan yuyarerqol̄anki.	____________.
mančay munasqata uywarqo-kun.	She brought him up lovingly.
aparqoy.	Take it if you please.
aparqamuy.	Bring it if you please.

Drill

Add *-rqo* to the verb stem in the following expressions thus making them more polite.

1. wasiyohpaman qayl̄ay.
2. tardeyayl̄atañа čayan.
3. hina onqosqapis mamanman hamu-kun.
4. kořey, čay wal̄pata hap'imuy.
5. kunitan čay aq"ata apamuy.

Grammar points

-rqo, honorific is a modal suffix which indicates respect, politeness, or affection. It is commonly used when guests are present, not only to address them, but to address other people as well. It is also used when doing collective work, at harvest time, for instance.

-rqp has the variant form *-rqa* directly before *-mu*, *-pu*, or *-ka*:

aparqamuy	'Bring it, if you please'
wañorqapoh	'One who dies'
l̃ohserqa-kamusqa	'He had come out'

6. The modal suffix *-yku*

Illustrations

sirbiykuri-kuy̌čah.	Help yourselves (to this).
eliberahpa tatanqa.	____________
čunka wakil̃astapuni qoykusqa nin.	____________
qal̃ariykul̃asunñaču?	Shall we begin already? (referring to something specific)
uhl̃ata wahtan.	He gave a blow.
uhl̃ata wahtaykun.	He suddenly hit him.
wahtay.	Strike.
wahtaykuy.	Strike that. Drink it down.
aq"á wahtay.	Drink the chicha.

aq"á wahtaykuy.	Do drink the chicha.
kargaykamul̆asunñaču?	Shall we go load them?
p'ampaykapusanku.	They are burying her.

Drill

Add -yku to the stem of the main verb thus rendering the action specific or intensive.

1. qayčaspa q"aparin.
2. uhl̆ata mik"un.
3. mik"uy.
4. čay ř̆una ř̆ik"urin.
5. uhyay.
6. apamuy.

Grammar points

The modal suffix -yku intensifies the meaning of the verb and makes it refer to something specific.

This suffix has the variant form -yka which occurs directly before -mu, -pu, and -ka:

apaykuy	'Take it!'
apaykamuy	'Bring it!'
p'ampaykapusanku	'They are burying her'
interesayka-kapuyman	'I would be interested in it!'

7. The frequentative modal suffix -ykača

Illustrations

čay řuna l̃ahtanman purin.	That man went to his city.
čay řuna muyunehta puriykačan.	That man strolls along the river.
plasapi řantin.	She shops at the market.
plasapi řantiykačan	She shops around at the market.
čay q"atoh imilitastarah q"awaykača-kuspa kasarqaqa.	He was still looking at the girls who sell.

Drill

Translate the English items in parenthesis in order to complete the sentences below.

1. (walking around) kaynehl̃api ________ čay wawayki.
2. (she was shopping around) imastarahčá ____________.
3. (he is already working part time) onqosqarah kasan pero ______.
4. (I do it) sapa munarispa ___________.
5. (is still shopping around) čay warmi ________ plasapi.

Grammar points

The suffix -ykača indicates that an action is performed repeatedly: oq"arini 'I lift': oq"ariykačani 'I lift several times'.

Listening-In

tukuy řunas pwestonča-kunkuña, don tomaku laseyadorpis lasuntaqa hap'iykunña. kunan markanqanku kasqa [illegible] wakasta. čayrayku runakunaqa listučari-kusqanku, sapa uh imatačus hap'inankuta hap'ispa, usqayl̃apičá kay tukuy wakasta markanqanku.

Conversations

I.

A. Don Tomaku, lasso that cow now.

B. Who will cut its horns?

A. My wife will come; she will help us.

B. Ok, then I lasso.

II.

A. You won't cut its tail.

B. What is its tail going to be for?

A. Perhaps we will lose a lot of blood.

B. Ok, then we will cut only its horns.

III.

A. Go with that man.

B. Yes. I will make him arrive to the casa de gobierno.

A. You will watch out, this man is from Huánuco.

B. Yes, I will watch out. I already know him well.

Cochabamba, Bolivia

UNIT SIXTEEN

Dialogue

Don Pío is building a house. The anthropologist comes around and offers to help. P. Pío. A. Anthropologist.

A.	begin to make something for oneself	řuwaykuri-kuy
	Are you building yourself a house, Don Pío?	wasitaču řuwaykuri-kusqanki, don pio?
P.	be (weather)	řuwamuy
	the weather is good	sumah řuwamun
	Yes, now that the weather is good I am trying to hurry.	arí, kay sumahl̄arah řuwamusahtin apuraykuríy munasqani.
	rain	paray
	month, moon	kil̄a
	Well, when the rainy months get here, it is not possible.	paray kil̄as hamohtenqa manañan atikonqaču, ari.
A.	During what months does it usually rain?	ima kil̄aspí paramúy yačanri?

P.	December	disyembre
	March	marsu
	Beginning in December, it continues until March.	disyembremanta qal̃ari-kuspa, marsu kama paraykamul̃ampuni.
	November	nobyembre
	And sometimes it will rain right in November.	abesesnintah nobyembremanta pačaña paramúy yačan.
A.	What months are better for house building?	ima kil̃astah aswan wasí l̃ank'ači-kunapah?
P.	April	abríl
	October	ohtubre
	Well, from April to October.	abrilmanta ohtubre kama á.
A.	Why are those months better?	imaraykutah čay kil̃as aswan sumáh kankuri?
P.	burn	řup"ay
	be warm (weather)	řup"a-kamuy
	Well, it is sunny during those months.	sumahta řup"a-kamun čay kil̃aspi á.
	rest	samay
	Ok now. I'll rest with this good chicha. Please drink also, sir.	baya! samarisah kay aq"etaywan. qampis uhyariy á, weraqoča.

A.	roof	tečay
	Well, alright. Thank you. With what will you roof the house?	čay ari, agradeseyki. imawantah wasí tečankičah?
P.	We will put tile.	tehás čurasayku.
A.	straw	ič"u
	roof	teču
	Here, however, most houses have straw roofs. Don't they?	kaypi pero aswan ašk"a wasisqa ič"u tečosniyohl̄a kanku, i?
P.	Yes, and they are old houses.	arí, ñawpa wasistah kanku á.
	know	řihsiy
	Just now we are beginning to use tile. Ok now. We will begin again.	kay kunal̄anrah tehastapis sí řihsirisqayku. baya! qal̄aril̄asqaykuñatah.
A.	Yes. Couldn't I help you?	ahá. maná yanapaykuriykičahman?
P.	heavy	l̄asa
	raise	oq"ariy
	lift repeatedly	oq"ariykačay
	narrow, thin	ñañu
	hurt (polite)	nanarqoy

	Well, how sir? Lifting these heavy things you would get a back ache.	imaynata á, weraqočáy. kay l̃asasta oq"ariykačaspaqa ñañu wasaykipis nanarqóy munasunkiman.
A.	And so what. It hurts you too. Doesn't it?	imanantah čayri? akaso manaču qankunatapis nanasunkičahri?
P.	to be accustomed to	yačasqa kay
	Well, but we are used to working from the time we are little. Gentlemen from the city are used to a different kind of work. True or not?	pero noqaykoqa huč'uymanta pača sinči l̃ank'ayman yačasqaña kayku, ari. l̃ahta weraqočasqa wah hina l̃ank'aymantah yačasqa kanku. ičari manaču?
A.	But I also like to work in the country.	pero, noqataqa čahra l̃ank'aypis gustal̃awantah.
P.	tree trunk	kurku
	put in	apaykuy
	Fine then. Would you get those tree trunks? Drink some chicha first though.	baya, čay. entonses kay kurkús aber apaykuriwah. aq"etatatah uhyaykuriwahrah pero.
A.	health	salúd
	Fine. To your health, then.	baya. salúd, entonses.

Dialogue Review

A. wasitaču řuwaykuri-kusqanki, don pio?

P. arí, kay sumahl̃arah řuwamusahtin apuraykuríy munasqani. paray kil̃as hamohtenqa manañan atikonqaču, ari.

A. ima kil̃aspí paramúy yačanri?

P. disyembremanta qal̃ari-kuña, marsu kama paraykamul̃ampuni. abesesnintah nobyembremanta pačaña paramúy yačan.

A. ima kil̃astah aswan wasí l̃ank'ači-kunapah?

P. abrilmanta ohtubre kama á.

A. imaraykutah čay kil̃as aswan sumáh kankuri?

P. sumahta řup"a-kamun čay kil̃aspi á. baya! samarisah kay aq"etaywan. qampis uhyariy á, weraqoča.

A. čay ari, agradeseyki. imawantah wasí tečankičah?

P. tehás čurasayku.

A. kaypi pero aswan ašk"a wasisqa ič"u tečosniyohl̃a kanku, i?

P. arí, ñawpa wasistah kanku á. kay kunal̃anrah tehastapis sí řihsirisqayku. baya! qal̃aril̃asqaykuñatah.

A. ahá. maná yanapaykuriykičahman?

P. imaynata á, weraqočáy. kay l̃asasta oq"ariykačaspaqa ñañu wasaykipis nanarqóy munasunkiman.

A. imanantah čayri? akaso manaču qankunatapis nanasunkičahri?

P. pero noqaykoqa huč'uymanta pača sinči l̃ank'ayman yačasqaña kayku, ari. l̃ahta weraqočasqa wah hina l̃ank'aymantah yačasqa. ičari manaču?

A. pero, noqataqa čahra l̃ank'aypis gustal̃awantah.

P. baya, čay. entonses kay kuıkús aber apaykuriwah. aq"etatah uhyaykuriwahrah pero.

A. baya. salúd, entonses.

Grammar

1. Conditional

Illustrations

inyehsyontaču řantiyman?	__________
sumah laseadorčá qan kawah.	__________
uh č"ika lawitata munariwahču?	__________
tokopičá čay řuna l̄ank'asanman.	That man is probably working in Toco.
sumah warmeqa wasinta q"awanman.	A good woman would rather watch her house.
iča yačasunman imawančus hampiyta.	__________
dyusta řehsispa͞qa al̄in kawsayman yaykuykuman.	Knowing God we might enter upon a better life.
sut'iyayta sayařispaqa sumah q"aris kawahčah.	If you go up at down you would be good men.
iča hinamanta yačasqankuman imačus kawsay kasqanta.	Perhaps that way they are learning what life is.
parlawah.	You would talk.
parlankiman.	You would talk.
parlawahčah.	You (pl.) would talk.
parlankičahman.	You (pl.) would talk.
qowankiman.	You would give me.
qosunkiman.	He would give you.

Drill

Substitute the suggested subjects and make the necessary changes.

1. (noqa) inyehsyontaču řantiyman?
   (doña onorya)
   (paykuna)
   (warmi)

2. iča yačasunman imawančus hampiyta.
   (noqa)
   (pay)
   (qan)

3. awtoridád kayta munawahču?
   (qankuna)
   (don hasinto)

4. čahrayoh řunaqa sumahta l̃ank'anman.
   (noqayku)
   (noqančah)
   (paykuna)

Drill

Answer the following questions.

1. qaramul̄awankimanñaču?
2. noqaykuwan l̄ahtaman řiwahču?
3. wasiykuta q"awawahču?
4. imawantah wasí tečayman?
5. imaynata čay l̄ahwá řuwayman?
6. kay kurkús apaykúyta yanapawankičahmanču?
7. tumpatawan aq"á munawahču?
8. manaču uh č"iká qoriwankiman?
9. anča tardeña, qal̄aril̄asunmanñaču?
10. qosayta hampiwahču?

Grammar points

The conditional is usually translated 'would' or 'could'. A complete list of the forms used is given below.

l̄ank'a-y-man	'I would work'
l̄ank'a-wah	'You would work'
l̄ank'a-nki-man	
l̄ank'a-n-man	'He would work'
l̄ank'a-nčah-man	'We (incl.) would work'
l̄ank'a-yku-man	'We (excl.) would work'
l̄ank'a-wah-čah	'You (pl.) would work'
l̄ank'a-nkičah-man	
l̄ank'a-nku-man	'They would work'

Notice that -y (and not -ni) occurs for first person. -wah and

-wah-čah cannot occur after the suffixes *-wa* and *-su*. *-nki-man* and *-nki-čah-man* occur instead:

qowankiman	'You would give me'
qowankičahman	'You (pl.) would give me'
qosunkiman	'He would give you'
qosunkičahman	'He would give you (pl.)'

Otherwise *-wah* and *-nki-man*, *-wah-čah* and *-nkičah-man* are in free variation (i.e. one can use either of the two).

2. Indirect command

Illustrations

kay simón čupán k"učučun. __________

amatah warmisl̄a kačunkučú. __________

Drill

Change the following direct commands to indirect commands as in the example.

Example:

Inst. hamuy hwán.

Stud. hwán hamučun.

1. kurkús apaykuy.
2. sarata oq"ariy.
3. wasita řehsiy.

4. samal̃ayña.
5. apuray.

Grammar points

The verbal suffix -ču indicates a wish or an indirect command. It is much like a modal suffix, but it occurs after the suffixes -wa and -su whereas all the modals precede them:

qo-wa-ču-n	'Let him give me'
qo-su-ču-n	'Let him give you'

-ču is always followed by third persons:

ka-ču-n	'May that be!'
l̃ank'a-ču-nku	'Let them work', 'Have them work', 'Make them work', 'May they work', etc.

3. čay-clauses

Illustrations

mana paramonqa čayqa, řisun.	If it doesn't rain we'll go.
mana wawata q"awanki čayqa, urmanqa.	If you don't watch the child he'll fall.
sumahta řup"amonqa čayqa, t'ahsa-kamusun.	If it is sunny we'll go wash clothes.
qolqeyčus kanman čayqa, řutirpariyman.	If I had money, I would buy it. (Lit. if my money were...)

Drill

Translate the English items in parenthesis in order to complete the sentences below.

1. (comes) tatayki ________ čayqa, kačasqayki.
2. (will go) noqa řisah čayqa, qankunapis ________.
3. (gets lost) wawa ________ čayqa, maqasqayki.
4. (we [incl.] will carry) mayu čayamonqa čayqa, yakuta ______.
5. (you will bring) buřuta maña-kunki čayqa, kačitawan ______.
6. (we [incl.] will go) qolqeyoh kasun čayqa, l̄ahtaman ______.
7. (you sweat) sumahta ________ čayqa, onqoniykimanta sumahyanki.

Grammar points

čay-clauses are conditional clauses. They are usually translated by "if clauses" in English. The verb in a čay-clause may be in the conditional or in the future. The verb in the main clause is usually in the future. Review the illustrations.

4. Continued action in the past with an agentive and the verb kay

Illustrations

huč'uymanta pača yačasqaña kah kayku mayul̄api kawsayman.	Since we were little we were used to living on the river.

sapa domingo řeh kayku, ñawpahtaqa orqoman, čaymantatah yakuman.	Every Sunday we would go, first to the mountain, then to the water.
sapa domingul̃atah č'isiyayl̃atañа kutimpoh kayku.	Also every Sunday we would return at dusk.

Drill

Change the illustrations given above to refer to the third person plural.

Grammar points

A verb stem plus the derivate suffix -h plus the verb ka- 'be' which is inflected for person, is the construction used to indicate habitual action in the past:

l̃ank'ah kani	'I use to work', 'I would work', etc.
l̃ank'ah kanki	'you use to work'
l̃ank'ah kan	'he uses to work'
l̃ank'ah kančah	'we (incl.) use to work'
l̃ank'ah kayku	'we (excl.) use to work'
l̃ank'ah kankičah	'you (pl.) use to work'
l̃ank'ah kanku	'they use to work'

Listening-In

kay čahra hal̃p'aspeqa nobyembremanta marsu kil̃a kama sumahta paramúy yačan. čay hina kil̃aspi manan wasita řuwa-kuy atinčahču. wasita l̄ank'ačinapahqa abrilmanta ohtubrekama aswan sumah kil̄akuna kanku, čay kil̄aspi sumahta řup"a-kamusqanrayku. haqay don pio nisqapis kunanqa wasinta řuwaykučisqan. manan ič"utaču tečomampis čuračenqa, sumah tehaswan wasinta q"atarinčenqa. kay wasil̄ay ñawpa wasi, ič"ul̄amanta tečcyoh. imapahñatah ni pitapis q"awasah, hina kay samanay orapi aq"etayta uhyaykurisah. kay ñañu wasay imamantačus nanawan, iča čay kurkús q'episqaymanta.

Conversations

I.

A. Are you having your house built, Don Pio?

B. Yes, now that the sun is shining I am having them hurry.

A. Make it in a hurry, Don Pio, this is already (we have already arrived at) the month of December.

B. From December to March one cannot have it worked on.

II.

A. Wouldn't you like help?

B. Are you the one who wants to help?

A. Yes. Could I or not?

B. We'll see now, carry those tree trunks.

III.

A. City people don't like lawa.

B. Why won't they like such good food?

A. Because they are used to a different kind of food.

B. Well, in their name, give me a little more.

Cochabamba, Bolivia

UNIT SEVENTEEN

Dialogue

Conversation between the Anthropologist and don Bonifacio, an elderly man. A. Anthropologist. B. Bonifacio.

A.	Don Bonifacio, are you resting?	don bonifasyu, samarisankiču?
B.	take coca	pihčay
	Yes sir. I am chewing my coca. Well, I wonder how I will make out tomorrow.	arí tatáy. kay kokayta pihčarisani. imaynaču riwanqa q'aya á?
	clear	řit'i
	light	k'ančay
	How bright the moon is shining!	kay hina řit'ita mama kil̄ančah k'ančaykurimusqan!
A.	Yes, how big!	arí, ketal hatuntah!
B.	star	qoyl̄ur
	shine	l̄ip"iy
	Those stars are bright also. Say, what a beautiful night!	čay qoyl̄urkunapis sumah l̄ip"irisanku. kosa kay č'isi, oye!

A.	day	p'unčay
	shine	il̃ay
	Yes. It is as bright as day.	arí. p'unčay hina al̃arisqan.
B.	night	tuta
	This is a good night for traveling.	sumah kay tuta purinapah.
A.	Yes very.	arí, sumah.
B.	cigarrette	sigařu
	With coca and cigarrette how far could we travel tonight!	kokawan sigařuwanqa may č"ikata kunan tutapi puríy atisunman!
A.	a supernatural being	q"arisiri
	believe	kreenkiču
	Do you believe in "carisiris"?	q"arisirispi kreenkiču?
B.	be afraid	manča-kuy
	I wonder what it's like. Some are afraid.	imaynačus. wakín mančači-kunku.
A.	Do you know a carisiri?	qan řehsinkiču q"arisiritaqa?
B.	No. But it is said it could kill people. Appearing, goodness knows from where.	mana. perc řunata wañučíy atinman kasqa. mayl̃amantačus řik"urimuspa.

	grease	wira
	It could eat man's fat, it is said.	řunahpa wiranta mik"unman kasqa.
	candle	bela
	Some say he would make himself candles with that fat.	wakintah ninku, čay řuna wirawan belás ruwa-kunmansis nispa.
A.	And so then, you have never seen a carisiri?	maná čantá qanri hayk'ahl̄apis uh q"arisirita řikuwah karqa?
B.	damn	kondenay
	soul	alma
	No. But some say they would be condemned souls.	mana. wakin pero ninku, kondenasqa almas kankuman nispa.
	poncho	punču
	Indian	indyu
	Sometimes they say it appears with a black poncho like an Indian.	abesesqa yana punčuyoh indyu hinal̄atah řik"urimun ninku.
	cap	loq'o
	fat old man (symbol of abundance)	eqeqo
	Sometimes with a big worn-out hat, it is said he would be just like an "eqeqo".	abesesri hatun loq'oyuh, eqeqo hinal̄a kanman nispa.

full skirt worn by the "cholas"	pul̃era
widow	byuda
And some also say it is a widow with a black skirt.	wakintah nil̃ankutah, yana pul̃erayuh byuda nispa.
knife	kučil̃u
Be it as it may, he would have a large knife.	imaynapis kačunku, hátun kučil̃uyuhmi kankuman kasqa.
hill	orqo
corner	k'uču
silent	č'in
plain	pampa
wait	suyay
be expecting something	suyaykusqay
Sometimes at the foot of a hill or on a silent place, when nobody expects him, he appears to us, they say.	abesesqa, orqo k'učupipis uh č'in pampapipis, mana suya-kusqal̃ahtinčah, řik"uriykamuwančah ninku.
blow	p"ukuy
And blowing on us, he puts us to sleep.	p"ukuykuspal̃atah puñurpačiwančah.
abandon	saqerpay
And it is said that taking out our fat, he leaves us there in a sad state.	wiral̃ančahta orq"ospatah, čaynehl̃api, mana al̃il̃ataña saqerpawančah, nin.

17.5

A.	And are there any carisiris around here?	kaynehpiri q"arisiris tiyankumanču?
B.	Well they walk around everywhere, and more so at the foot of hills and on silent plains.	tukuynehta puriykačanku á, aswantatah čay orqo k'učusnehpi č'in pampasnehpiwan.

Dialogue Review

A. don bonifasyu, samarisankiču?

B. arí, tatáy. kay kokayta pihčarisani. imaynaču riwanqa q'aya á? kay hina řit'ita mama kil̄ančah k'ančaykurimusqan!

A. arí, ketal hatuntah!

B. čay qoyl̄urkunapis sumah l̄ip"irisanku. kosa kay č'isi, oye!

A. arí, p'unčay hina il̄arisqan.

B. sumah kay tuta purinapah.

A. arí, sumah.

B. kokawan sigařuwanqa may č"ikata kunan tutapi puríy atisunman!

A. q"arisirispi kreenkiču?

B. imaynačus. wakín manča̋či-kunku.

A. qan řehsinkiču q"arisiritaqa?

B. mana. pero řunata wañučíy atinman kasqa. mayl̄amantačus rik"urimuspa. řunahpa wiranta mik"unman kasqa. wakintah ninku, čay řuna wirawan belás ruwa-kunmansis nispa.

A. maná čantá qanri hayk'ahl̄apis uh q"arisirita řikuwah karqa?

B. mana. wakin pero ninku, kondenasqa almas kankuman nispa. abesesqa yana punčuyoh indyu hinal̄atah řik"urimun ninku. abesesri hatun loq'oyuh eqeqo hinal̄a kanman nispa. wakintah nil̄ankutah, yana pul̄erayuh byuda nispa. imaynapis kačunku, hatun kučil̄uyuhmi kankuman kasqa. abesesqa, orqo k'učupipis uh č'in pampapipis, mana suya-kusqal̄ahtinčah, řik"uriykamuwančah ninku. p"ukuykuspal̄atah puñurpačiwančah. wiral̄ančahta orq"ospatah, čaynehl̄api, mana al̄il̄atañа saqerpawančah, nin.

A. kaynehpiri q"arisiris tiyankumanču?

B. tukuynehta puriykačanku á, aswantatah čay orqo k'učusnehpi č'in pampasnehpiwan.

Grammar

1. hti-clauses

Illustrations

pay mačuyahtenqa qan waynaña kanki.	When he becomes a grown man you will be a youth.
mana kaywan qosayki sumahyahtenqa layqačá kanqa.	____________
čeqaču huč'uysitus wañohtinku tusúy yačanku?	____________
noqa řisah pay nehtin.	I will go when he tells me to.
noqa řini sapa nehtin.	I go each time he tells me to.
nehtin řini.	I went when he told me to.
čayamohtin kama l̃ohsisun.	We'll go out as soon as he gets here.
wasinman čayasahtin waqayta qal̃arerqa.	As soon as she got home she began to cry.

Drill

Substitute as suggested making the necessary changes.

1. noqa parlasah pay munahtin.

qankuna

qan

paykuna

2. pay hamohtin samasun.
paykuna
qan

3. noqa munahtiy řipunkičah.
qan

4. mačahtintah l̄ohsipunku.
noqa
paykuna

5. sapa wahyamuwahtin hamuni.
pay
qan
paykuna

6. eskwelamanta l̄ohsimusahtiy qan puhl̄asarqanki.
profesór
profesores
noqayku

Drill

Substitute as suggested:

1. tatay čayamohtin kama, l̄ohsisqayku.
paykuna
qan
qankuna

2. řipohtin kama, puñukapusqayku.
   (paykuna)
   (qan)
   (qankuna)
3. alkalde arí nehtin kama, hamonqanku.
   noqa
   paykuna
   qan
   noqayku
   noqančah
4. pay tukohtin kama, qosan l̄ahtaman apanqa.
   qankuna
   noqančah
   noqa

Grammar points

-hti is a verbal suffix. It is always followed by one of the personal suffixes which occurs with substantives. The verb with *-hti* is translated 'if', 'when', 'as soon as'. *-hti* indicates that once the action denoted by the verb stem is accomplished, another action takes place. The word *kama* 'until' often followed the verb with *-hti*.

Notice that the personal suffixes that normally occur with substantives are the ones that occur following *-hti*:

l̃ank'a-hti-y	'when I work'
l̃ank'a-hti-yki	'when you work'
l̃ank'a-hti-n	'when he works'
l̃ank'a-hti-nčah	'when we (incl.) work'
l̃ank'a-hti-yku	'when we (excl.) work'
l̃ank'a-hti-ykičah	'when you (pl.) work'
l̃ank'a-hti-nku	'when they work'

Review the illustrations above and notice that the subject of the verb in the main clause is always different from the subject of the verb with -hti of the dependent clause.

2. spa-clauses

Illustrations

eskwelamán l̃ohsimuspa hamusah.	____________
wahča kayniykumanta yačaspa q"awawaykumančá.	____________
atispá aysaysiriwaypis á.	____________
humpisaspačá čiri yakú uhyaykorqa.	____________
má saykús tukunčah.	We finish without getting tired.
P"uškaspa pureh kani.	I spun while I walked.
eskwelamanta l̃ohsimuspa čimpasah.	When I leave school, I will visit him.
eskwelamanta l̃ohsimuspa čimpani.	When I leave school, I visit him.
eskwelamanta l̃ohsimuspa čimparqani.	When I left school, I visited him.

munaspa mana munaspa řuwanki.	You will do it whether you want to or not.
payta nerqa, kurahña kani nispa.	And he said: I am already grown up.

Drill

Translate the English items in parenthesis in order to complete the sentences below.

1. (while walking) ____________ p"uškan.
2. (watching) ____________ řinki.
3. (working) tatayki ____________ kasqan.
4. (after you wash) ____________ eskwelaman řinki.
5. (after you buy) kačita ____________ usqayta apamunki.
6. (watching) sarata ____________ tataykí suyanki.
7. (saying) čayta ____________ kusičiwanki.
8. (after saying) čayta ____________ tatan řiporqa.
9. (saying) usqayta hamusah ____________ nerqa.
10. (saying) paykunaman wil̃arqa ašk"a sač'asta urmačinku _______.

Grammar points

The suffix -spa indicates that an action is performed at the same time or immediately before another action:

p"uškaspa pureh kani	'I spun while I walked'
eskwelamanta l̃ohsimuspa hamusah	'I'll come right after I get out of school'

Personal suffixes never occur after -spa. The actor of the

verb in the main clause is the actor of the dependent clause where the verb with -spa occurs.

3. čay-clauses, contrary to fact

Illustrations

mana anča q"el̃a kawah čayqa, aswan sumah t'antata řuwawah.	If you weren't so lazy you would make better bread.
mana anča q"el̃a kawah čayqa, aswan sumah t'antata řuwawah karqa.	If you hadn't been so lazy you would have made better bread.
mana yanapaykiman karqa, mana tukuwahču karqa.	If I hadn't helped you, you wouldn't have finished.
yanapaykiman čayqa, tukuwah.	If I helped you, you would finish.
mana_hampiri hamunman karqa čayqa, wañunman karqa.	If the shaman hadn't come he would have died.
mana_hamuyman karqa čayqa, wañunman karqa.	If I hadn't come, he would have died.

Drill

Substitute as suggested.

1. eskwelaman řiwah karqa čayqa, tumpal̃atapis yačawahña karqa.

(noqa)

(pay)

(noqayku)

2. q"arisiri hamunman čayqa, manča ri-kuyman.

(qan)

(qankuna)

(noqančah)

3. sigařusniyoh kanman čayqa, pitanman.

(paykuna)

(noqayku)

Drill

Change the following statements as in the example and translate both sentences.

Example:

Inst. mana anča q"el̄a kawah čayqa, aswan sumah t'antata řuwawah.

Stud. mana anča q"el̄a kawah karqa čayqa, aswan sumah t'antata řuwawah karqa.

1. riyta munawah čayqa, tukuynintin řiykuman.
2. abril kil̄api řup"amunman čayqa, wasita oq"ariykuman.
3. tehayohčus kaykuman čayqa, mana ič"uta čuraykumanču.
4. mana kurkusta oq"ariwah čayqa, mana wasayki nanasunkimanču.
5. q"arisiri řik"urimunman čayqa, wañuwahčah.
6. laseayta yačayman čayqa, yanapaykiman.
7. paramunman čayqa, sumahta sara qonkunman.

Grammar points

čay-clauses which are contrary to fact are translated with "If clause contrary to fact" in English. Their structure in Quechua is similar to that of čay-clauses, but the form karqa is added after the verb of the subordinate čay-clause and after the verb of the main clause as you can see in the illustrations above.

4. *y-ta-wan*-clauses

Illustrations

l̃ank'aytawan kama, mača-kamorqa.	After working he got drunk.
řehsiytawan kama, l̃'ank'ah čura-kaporqa.	After finding out, he set to work.

Drill

Combine the following pairs of sentences as in the example.

Example:

Inst. yačarqa. l̃ank'ah čura-kaporqa.

Stud. yačaytawan kama, l̃ank'ah čura-kaporqa.

1. čayamorqa. puñu-kaporqa.
2. řantɛrqa. hamporqa.
3. mik"orqanku. tiya-korqanku.
4. pihčarqanku. qal̃arɛrqanku.
5. tečarqayku. uhyah čura-korqayku.

Grammar points

-ta, accusative plus *-wan*, instrumental occurs after infinitives such as *řuway*. Forms like řuwa-y-ta-wan cannot be followed by personal suffixes. They occur in subordinate clause. The translation is 'as soon as'. The actor of the subordinate clause is the same as that of the main clause. The word *kama* usually occurs in these sentences.

Listening-In

haqay orqo k'uču č'in pampanehpi q"arisiri rik"urimusqa, nispa ninku. imačus čay kampis, wakin, yana pončoyoh řuna kanman, ninku. wakin, byuda warmi hina purin, ninku. wakinri nil̄ankutahmi imaynapičus munasqanpi čay q"arisiri rik"urimuy atisqanta, imaraykučus kondenasqa almas kankuman kasqa. čaypis imapis, kunanqa, haqay k'uču pampanehpi wihč'usqata, mana al̄inl̄atañа tarisqanku, don kasyanuta, ni pí yačanču imatačus řuwasqankumanta. q"arisiri hamuspa tukuy wiritanta don kasyanumanta orq"o-kapuspa, wañunayasqahl̄atañа čaynehpi saqerparipun, nispa ninku.

Conversations

I.

A. Are you resting Don Bonifacio?

B. Yes, I am chewing this little bit.

A. My coca (coca of mine) is finished. Wouldn't you give me some?

B. Why not, here is this little bit.

II.

A. The moon is shining very bright (good) tonight.

B. Yes, it came out real big.

A. Even the stars shine bright (of large size)

B. Yes, Don Severino, in nights like this we rest very well.

III.

A. What are you watching in the coca?

B. I want to know how I will fare tomorrow.

A. Even now do you believe in such things?

B. Yes, coca speaks very clearly.

Cochabamba, Bolivia

UNIT EIGHTEEN

Dialogue

Roberto and Angel, two young mestizos from the city, are rehearsing some songs. R. Roberto. A. Angel.

R.	guitar	gitařa
	serenade	serenata
	Is your guitar ready to go to the serenade?	listuñaču gitařayki serenataman řinapah?
A.	Yes, here it is already.	ña, kay listuña.
R.	try	probay
	Let's see, let's try it a bit.	abér, probaykuriná.
A.	sing	takiy
	What are we going to sing?	imastá takirimusunčah?
R.	Well anything.	imal̃atapis á.
A.	rehearse	ensayay
	Let's see, let's rehearse this little thing.	abér, kaysitú ensayariná.

R.	"Mama Pancha, it's your day.	"Mama Pancha, es tu día.
	get old	byehayay
	How well you have grown old! Oh my!"	sumahtaña byehayanki. ¡Jesús María!"
A.	Nice chum! Another one, let's see.	k'ačitu čé! wahsitutawan, abér.
R.	arid	q'ara
	heart	sonqo
	"In the arid plain of your heart, Oh my master!	"q'ara pampa sonqoykipi, ¡Ay, mi dueño!
	sow	tarpuy
	I sowed my love as a dream". What do you say about that?	amorniyta tarporqani como un sueño". ima ninkitah čaymanta?
A.	Yes it is good also, say! And what about the one you sang at Julie's? We could end up with that.	arí kosal̃atah, oye! čay hulikahpapi takirisqaykitawan, abér. čaywan tukuykusunman.
R.	stumble	misk'ay
	"Because I stumbled everyone was surprised. Others stumble also Why shouldn't I be surprised?	"uhta misk'a-kusqaymanta todo el mundo se admiró. wahkunapis misk'ankoqa, ¿Cómo no me admiro yo?

	They only notice me,	noqal̄ata q"awawanku,
	damned	q"enča
	I am the only lost soul.	noqal̄a q"enča kasqayta.
	search, look for	mask'ay
	Let others look for something too if they want to be lost souls, too."	uhkunapis mask'ačunku, q"enča kayta munaspaqa."
A.	nice, fine, pretty	lindo
	That one is even better. Say how nice! We will sing that. And you surely play the guitar well!	čayrahmá kosaqa. ¡Qué lindo, oye! čayta takirimusun. kosá qoričinki gitařaykitapis.
R.	expense	gastu
	Yes, for my own amusement.	arí, gastituypah.
A.	sew	t'ipariy
	No, but you have good fingering.	mana pero oye, kosatapuni t'iparinki.
R.	he	pay
	Ralph plays better. Let's rather look for him.	řafuču aswan sumahta qočin. haku antis paytawan mask'arqamuna.

A.	thing	kosa
	Let's go. It will be with him.	haku oye, paywanrah la kosaqa.

Dialogue Review

R. listuñaču gitařayki serenataman řinapah?

A. ña, kay listuña.

R. abér, probaykuriná.

A. imastá takirimusunčah?

R. imal̃atapis á.

A. abér, kaysitú ensayariná.

R. "Mama Pancha, es tu día.
sumahtaña byehayanki,
¡Jesús María!"

A. k'ačitu čé! wahsitutawan, abér.

R. "q'ara pampa sonqoykipi,
¡Ay, mi dueño!
amorniyta tarporqani
como un sueño"
ima ninkitah čaymanta?

A. arí kosal̃atah, oye! čay hulikahpapi takirisqaykitawan, abér.
čaywan tukuykusunman.

R. "uhta misk'a-kusqaymanta
todo el mundo se admiró.
wahkunapis misk'ankoqa,
¿Cómo no me admiro yo?

noqal̃ata q"awawanku,
noqal̃a q"enča kasqayta.
uhkunapis mask'ačunku,
q"enča kayta munaspaqa."

A. čayrah,á kosaqa. ¡Qué lindo, oye! čayta takirimusun.
kosá qoričinki gitařaykitapis.

R. arí, gastituypah.

A. mana pero, oye, kosatapuni t'iparinki.

R. řafuču aswan sumahta qočin. haku antis paytawan
mask'arqamuna.

A. haku, oye. paywanrah la kosaqa.

Grammar

1. The modal suffix -ku

Illustrations

sumáh q"awa-kunki, wawáy.	Take good care of yourself, my boy.
kunan p'ampa-konqa kasqa.	She will be buried today.
wasitaču řuwari-kusqanki?	Are you building yourself a house?
čay wakasta mañal̄awah don kasiyanuman.	You will lend those cows to Casiano.
čay wakasta maña-kul̄awah don kasiyanumanta.	You will borrow those cows from don Casiano.
sumah koká čihl̄a-kunki.	You will pick good coca. (for yourself)
kaysitul̄ata mik"u-kuyku, tatáy.	We just eat this, sir.
hamu-kunal̄aykipahpuni	So you will always want to come back.
wayk'uri-kamuy.	______
kay mut'isituta mik"u-kuy.	Eat this little "mote".
čay wat"iya papata mik"u-kamuy.	Go eat that "wathia".
hal̄p'a l̄ank'ayta yača-kuy.	Learn how to cultivate the soil.
eskwelaman řispa tumpal̄atapis yača-kamuy.	Learn something by going to school.

Drill

Translate the English items in parenthesis which will complete the sentences below.

1.	(you will watch)	sumahta wasí ____________.
	(you will take care of yourself)	sumahta ____________.
2.	(he makes)	sumah aq"ata ____________.
	(he makes for himself)	sumah aq"ata ____________.
3.	(he killed)	čay wakata kučil̄uwan _____.
	(he killed himself)	čay řuna kučil̄uwan ________.
4.	(they buy)	řunakuna sumah sarata _____ ______ asyenda wasitah.
	(they buy for themselves)	řunakuna sumah sarata _____.
5.	(in order to sow for themselves)	sumah sarata řantinku hal̄p'asninkuta __________.
	(in order to sow)	sumah sarata řantinku hal̄p'asninkuta __________.
6.	(picked up)	don agapu warmi wawampah uh mantata ________________ tyendamanta.
	(picked up)	don agapu uh mantata ______.
7.	(cooks)	čay warmi sapa p'unčay lawal̄ata ____________ wawasnimpah.
	(cooks for himself)	sapan kasqanrayku čay řuna sapa p'unčay payl̄a ______.
8.	(finished)	tukuy řunasninwan don hasinto iskay kil̄api wasita _____.
	(finished)	tukuy řunasnin řipusqankurayku pay sapal̄anña wasinta ____.

9. (bought) wawasnimpah čunka wakata klisamanta __________.

(bought himself) čunka wakata klisamanta ____.

10. (built) čay sumah wasita tatasnimpah __________.

(built for himself) čay hina sumah wasita čay wayna __________.

Drill

Translate the English items in parenthesis in order to complete the sentences below.

1. (you will make) sumah aq"ata __________ amistadesman qorinančahpah.
2. (buy from me) kay pol̄erata __________ baratul̄api qosqayki.
3. (eat) kay sara lawata __________.
4. (do eat) kay sara lawata __________.
5. (drink) čay hampita __________.
6. (drink) kay aq"etá __________.
7. (tell me) imá sutiyki? __________.
8. (tell me) imamantá l̄akikunki? __________.
9. (sit) uh ratuta suyay, __________ čaypi.
10. (sit) kaysitupi __________, uh řatuta suyariway.

Drill

Insert the modal suffix -mu and make the necessary changes as in the example.

Example:

Inst. l̄ank'ayta yača-kuy.

Stud. l̄ank'ayta yača-kamuy.

1. sumahta q"awa-kunki, wawáy.
2. řunakuna sumah sarata řanti-kunku.
3. naq"ačá fransisku čaya-kunña.
4. čay tarputa q"awa-kuy.
5. iskay wal̄pasta apa-kuy.
6. karga papata orq"o-kuy.

Grammar points

The modal *-ku* has the variant form *-ka* before *-mu* and *-pu*:

mayl̄a-ku-ni	'I wash myself'
mayl̄a-ka-mu-ni	'I go wash myself'
tuku-ka-pu-n	'It is finished (of itself)'

-ku indicates that

(1) the actor is the recipient of the action.

(2) that the action is performed for the benefit of the actor, or

(3) of his own free will.

The pairs of examples below illustrate these three uses of *-ku*:

(1)	*sumahta wasí q"awanki*.	'You will take good care of the house'
	sumahta q"awa-kunki.	'You will take good care of yourself'

(2) *řunakuna sumah sarata řantinku asyenda wasipah*. 'The men bought good corn for the hacienda'.

řunakuna sumah sarata řanti-kunku. 'The men bought good corn for themselves'.

(3) *uh řatuta suyay*, *tiyay čaypi*. 'Wait for a while; sit there'.

kaysitupi tiya-kuy, *uh řatuta suyariway*. 'Sit right here (of your own free will); you will wait for me for a little while'.

In (1) above *-ku* has a reflexive function: the meaning of *-ku* in (2) is similar. The meaning of *-ku* in (3) is slightly different: The actor performs something for himself so to speak; *tiya-kuy* Lit. 'sit yourself down'. *-ku* adds politeness. Another example is *mik"uy* 'Eat!' : *mik"u-kuy* 'Eat for yourself, eat for your benefit'; *mik"u-kuy* is more polite, more affectionate than *mik"uy*.

Notice the following:

wawata mayl̃an	'She washes the child'
mayl̃a-kun	'She washes herself'

but

wawata mayl̃a-kun	'She washes the child for herself or because she wants to'

If one is translating from English into Quechua and one encounters a sentence where the actor is the recipient of the action of the verb, one must use *-ku*; but one must remember that *-ku* has other uses as well and that very often it is merely used to add politeness to the expression.

2. Relative order of modal suffixes

Drill

The verb forms below contain more than one modal suffix. The modals are underlined. Repeat the forms after your instructor.

Try to figure out the meaning of each verb form.

1. uhya-ykača-yku-sqa
2, t'aqa-ra-ri-wah (t'aqa-' sort out')
3. uhya-yku-rpa-ri-y
4. čaki-yku-či-n
5. řabya-ra-či-sqa (řabya- 'anger')
6. řasura-rpa-ri-či-n (řasura- 'shave')
7. inkyeta-ri-ku-nki
8. řespeta-ri-či-ku-y
9. tapu-ykača-mu-sah
10. apa-ra-mu-y

Grammar points

Modal suffixes. All the modal suffixes have now been presented. Review the grammar points relating to modals in units 5, 11, 15 and 18.

In the drills you have usually dealt with one modal at a time. Remember, however, that at least as many as four can occur in the same word. The table below shows their relative order. Some exceptions will be pointed out later.

1	2	3	4	5	6	7	8	9	10	11
-ykača	-yku -rqo	-rpa	-ra	-ri	-či	-na	-ku	-mu	-pu	-ša

-ri may precede or follow *-rqo*: *yuya-re-rqo-l̄a-nki* 'You will be beginning to remember'; *al̄arqoriy* 'Begin digging please'. *-ri* may follow *-na*: *akompaña-na-ri-ku-na* 'Let's accompany each other!' *-na* may precede *-rqo*: *muč'a-na-rqo-ku-nku* 'They kiss each other'.

Listening-In

A. uh kosá mana yačankičahču. q'aya dia mama pančah dian kasqa.

B. kosa kanqa, entós uh serenatá wakerqočinančah.

A. arí, noqapis kay gitařata mañarqa-kamuspa listučarqosani.

B. don hulyán sumahta tukuy imayna takiykunata takiríy yačan. maná paytawan serenataman aparqosunman? gitařatapis sumah t'iparin hina wahyarqamul̄ayman.

A. arí čay hulikahpapipis tukuy tutantinta sumáh kusiykučin tukuyta. imaynastačá yačarisqa. paywampuní sina aswan sumah kanman kunan serenatapis. iča čay don hulyán kunan maynehpipis aq"á uhya-kusqan. apura-kuy antis, wahyarqamul̄ayña.

Conversations

I.

A. Hurry up Mama Venancia, the time for rest is coming already.

B. Here we are hurrying, Don Francisco. Will you just pass by?

A. Well, I'll visit you. I am coming from Toco over there.

B. You must be tired, Don Francisco. Would you eat this little "mote" for the time being?

II.

A. That man has been working on the same thing for a week.

B. He must be a lazy man, a man that cannot finish.

A. Well, but working alone he wouldn't finish easily.

B. Yes, that is right, but even so a week is a lot.

III.

A. Run, go meet your father.

B. Where could I look for him in such a night as this one?

A. He isn't far by now, go on, quick.

B. I'll go only up to that back street. If he is not there, I'll come back.

Cochabamba, Bolivia

UNIT NINETEEN

Dialogue

People are working collectively in a water project.

Speakers: A. Old man. B. Elderly man. C. Elderly woman. D. Young man. E. Young woman.

A.	gaiety	kusiy
	Men, women, everyone, let's work merrily!	q"aris, warmis, řunakuna, kusiywan l̄ank'ana.
B.	Yes, sir. We will work merrily for our water.	arí, tatá, kusiywan l̄ank'asun yakunčahpahqa.
A.	Let us take coca in order to take out our water.	sumahtatah pihčasun yakunčahta orq"onapah.
B.	Yes, sir. We will be in good condition with our water.	arí, tata, arí. yakunčahwanqa sumahl̄apirah kawsa-kusqančah.
C.	Without water we would die.	mana yakuwanqa wañusunmančari.
	grow	wiñay
	Potatoes and corn couldn't grow.	papa sarapis mana wiñankumanču.

B.	Yes, ma'am.	arí, mama, arí.
C.	little	pisi
	Last year we had little water.	qayna watapi pisil̄a yakunčah karqa.
	harvest	tipiy
	That is why the harvest was scanty.	tipiytah čayraykoqa pisil̄atah karqa.
B.	in vain	qasi
	talk	parlay
	Chatterbox! Your crop was plentiful.	qasi parla warmi. ašk"á tipiykí karqaqa.
	give, produce	qoy
	Your land produced a lot!	qampa tarpuykipis ašk"al̄atatah qorqa.
A.	Come on, gentlemen, to work now.	hakučah, weraqočas, l̄ank'amunal̄aña.
B.	spill a little liquour as an offering to mother earth; toast	č'al̄ay
	Let us toast before.	č'al̄aykurinarah aswan ñawpahtaqa.

A.	Yes, sir. Let's toast! There is chicha also. Do drink it!	arí, tata. č'al̃aykurinarah. kaypi aq"apis tiyan. uhyaykuri-kuyčah.
B.	Alright, sir.	čayqa, tata, čayqa.
	get dizzy, get drunk	mačay
	Your chicha is good, it makes you dizzy.	kosa kay aq"ayki, mačači-koh kasqa.
A.	With such good chicha we will work merrily.	kay hina sumah aq"awanqa kusiypi l̃ank'asun.
B.	May God repay you, good lady.	dyus pagarasčun, sumah mama.
A.	Well, let's go.	čayqa, hakul̃aña.
B.	Yes, sir, let's go.	arí, tata, haku.
A.	cover up	tapay
	water gate	toma
	Cover the outlet well.	sumáh tapayčah čay tomata.
D.	escape, run	ayqey
	The water doesn't leak.	manañan yaku ayqenču.

	ditch	larq'a
	It is running properly in the ditch.	sumáh puri-kusan larq'anta.
B.	Let's take the water that comes out.	haku hap'imusun yakú l̃ohsimuhta.
A.	Drink chicha, gentlemen.	aq"etá uhya-kuyčah, weraqočas.
D.	Let's go back behind the water.	haku yakuhpa q"epanta kutina.
B.	Hurry let's go back.	usqayta, usqayta. haku kutirina.
E.	blessing	bendisyón
	Water is a blessing from God.	dyuspa bendisyonnin sumah yakunčahqa.
D.	We will dance a lot when we get to town.	pwebloman čayaspa ašk"ata tususun.
E.	stagger	čankaykačay
	Since you are drunk, you will stagger.	mačasqamantaqa, čankaykačal̃anki.
D.	That's what you say. And to show you, I'll dance with you only.	qanqa ninkimari. řikunaykipahtah, qanl̃awan tususah.

E.	young man	wayna
	Are you my sweetheart to dance with me only?	noqal̃awan tusunaykipahri waynayču kasqanki?
D.	We will begin that way.	čay hinal̃amanta iča qal̃arisun.
A.	Our water is plentiful now, man.	ašk"aña yakunčah, tata.
B.	produce	poqoy
	We will make the land produce a lot.	ašk"á poqočisun kunan watapi.
A.	I thank thee God.	agradese-kuyki, dyús tata.
C.	cause to bring, send over	apačimuy
	Send us thy blessing.	bendisyonniykita apačimuwayku.

Dialogue Review

A. q"aris, warmis, řunakuna, kusiywan l̃ank'ana.

B. arí, tata, kusiywan l̃ank'asun yakunčahpahqa.

A. sumahtatah pihčasun yakunčahta orq"onapah.

B. arí, tata, arí. yakunčahwanqa sumahl̃apirah kawsa-kusqančah.

C. mana yakuwanqa wañusunmančari. papa sarapis mana wiñankumanču.

B. arí, mama, arí.

C. qayna watapi pisil̃a yakunčah karqa. tipiytah čayraykoqa pisil̃atah karqa.

B. qasi parla warmi. ašk"á tipiykí kasqaqa. qampa tarpuykipis ašk"al̃atatah qorqa.

A. hakučah, weraqočas, l̃ank'amunal̃aña.

B. č'al̃aykurinarah aswan ñawpahtaqa.

A. arí, tata. č'al̃aykurinarah. kaypi aq"apis tiyan. uhyaykuri-kuyčah.

B. čayqa, tata, čayqa. kosa kay aq"ayki, mačači-koh kasqa.

A. kay hina sumah aq"awanqa kusiypi l̃ank'asun.

B. dyus pagarasčun, sumah mama.

A. čayqa, hakul̃aña.

B. arí, tata, haku.

A. sumáh tapayčah čay tomata.

D. manañan yaku ayqenču. sumáh puri-kusan larq'anta.

B. haku hap'imusun yakú l̃ohsimuhta.

A. aq"etá uhya-kuyčah, weraqočas.

D. haku yakuhpa q"epanta kutina.

B. usqayta, usqayta. haku kutirina.

E. dyuspa bendisyonnin sumah yakunčahqa.

D. pwebloman čayaspa ašk"ata tususun.

E. mačasqamantaqa, čankaykačal̄anki.

D. qanqa ninkimari. rikunaykipahtah, qanl̄awan tususah.

E. noqal̄awan tusunaykipahri waynaču kasqanki?

D. čay hinal̄amanta iča qal̄arisun.

A. ašk"aña yakunčah, tata.

B. ašk"á poqočisun kunan watapi.

A. agradese-kuyki, dyus tata.

C. bendisyonniykita apačimuwayku.

Grammar Review

1. Response drill based on dialog 19

1. yakuta munaspaqa may č"ikatačus mana mask"awahčahču.
2. wañusunmančá mana yakuwanqa, arí.
3. ašk"al̄atačá qayna watapi tarpuyki qosorqa.
4. sarari sumahl̄aču karqa?
5. kay aq"etá uhyayku-kuy, don ___________.
6. čay yaku tomata řuwankičahñaču?
7. manañá yaku ayqesqan.
8. sumahtačá entós larq'anta puri-kusqan.
9. wasiykinehman čayaspaqa tusurinkičá.
10. manaču noqal̄awampis tusurinki?

2. Review drill: personal suffixes with verbs.

Answer affirmatively as in the example.

Example:

Inst. t'antata munankiču?

Stud. arí, t'antata munani.

1. tukuymantaču wil̄anki?
2. profesorta yanapankiču?
3. lawawanču sahsanki?

4. alkaldehpa wasinmantaču tapusqanki?
5. řesa-kunaykipahču qonqori-kusqanki?
6. čay warmisitawanču tususqan?
7. bolsitataču aysasqan?
8. lawitataču qarankičah?
9. fyestamanču apurasqankičah?
10. ič"uwanču q"atankičah?
11. l̄ahtataču řisqančah?
12. tarpuytaču yača-kusqan?
13. sąrastaču apasqanku?
14. hatučah papastaču čihl̄asqanku?
15. wawitastaču q'episqanku?

Grammar points

Summary of parts of speech. The parts of speech are substantives, verbs, and particles. Substantive stems occur with *-ta*, accusative: *wasi-ta*; verb stems occur with *-y*, imperative: *l̄ank'a-y*; particles only occur with independent suffixes: *mana-rah*.

Many particles have been borrowed from Spanish and some have important grammatical functions. Among them are *i* 'and', which functions as a coordinator; *porke* 'because', which functions as a subordinator; Spanish prepositions which sometimes take the place of relational suffixes: *en anda apanku* 'They carry him on a platform'.

Coordinative constructions

(1) *Additive*. The independent suffix *-tah* and the relational suffix *-wan* occur in these constructions:

mik"orqa uhyarqatah	'He ate and drank'
kokawan piskuwan	'Coca and pisco'

-pis, 'also' is used likewise:

papasta, *oqasta*, *saratapis*	'potatoes, ocas, and corn'

Example of *i* 'and' in a similar construction:

warmi i wawasniy	'My wife and my children'

Example of *ni* in a negative additive construction:

gobyernopah ni pweblopah	'Neither for the government or for the people'

(2) *Alternative constructions*. The suffix *-ču* occurs in questions. The suffixes *-čus* or *-pis* occur in statements. There are two main types of constructions:

(a) The constituents are substantives or substantive phrases:

warmisitaču q"arisitaču?	'A little girl or a little boy?'
ašk"ačus pisičus	'much or little'
yurahpis, *činuspis*, *yanapis*	'White, Chinese, or Black'

(b) The constituents are a verb and a negative particle:

munasahpis amapis	'Whether I want to or not'
atiymanču manaču?	'Could I or not?'

Drill

Translate the following alternative constructions.

1. qolqemantačus latamantačus.
2. tawatačus p"išqal̄atačus.
3. payčus pičus.
4. risahpis amapis.
5. hamunñačus manarahčus.

Summary of secondary clauses.

Secondary clauses are not main clauses. They may be subordinate, they may function as direct objects, or they may be direct quotes.

Subordinate clauses are two types:

(1) Those which contain special forms as centers and

(2) those which do not.

Type one contains verbs with the suffixes -hti or -spa or verbals with the suffixes -y, -h, -na, or -sqa.

The actor of a subordinate clause is either the same as the actor of the main clause or a different one. Clauses in which the actor is the same are spa, h, and ytawan-clauses. They do not contain a subject and the verb or verbal cannot add personal suffixes.

Clauses in which the actor is different have a subject which may or may not be a separate word. These are:

hti-clause

na-clauses

which you should review and sqa-clauses which will now be described. sqamanta-clauses refer to an action which take place before the action of the verb in the main clause.

mik"usqaymantaña *čayamun* *pedro*	'As soon as I ate, Peter arrived'

sqarayku-clauses are translated 'because':

mik"usqankurayku...	'because they ate...'

Clauses of type (2) are čay-clauses and other subordinate clauses where a loan word functions as a subordinator.

Secondary clauses which are direct objects are nata, sqata and yta-clauses:

mik"unanta *munani*	'I want him to eat'
mik"uyta *munani*	'I want to eat'
yačani *mik"usqanta*	'I know he ate'

The suffix *-ču* is omitted in negative subordinate clauses.

Direct quotes. These are often marked by *nispa* lit. 'saying':

noqa *řuwasah* *nispa* *nisqa*	'"I'll do it", he said'. Lit. 'I'll do it, saying, he said'.

Drill

Translate the following sentences.

1. imaraykú manari nisqa pedroqa.

2. imatá munanki nispa nisqa.
3. yanapawayčah nispa nisqa.
4. pedro hwanman nisqa qan q"epanki nispa.
5. čay wawita waqašasqa nin.

Reading selection

"řehsinkičahču aq"a wasita"

NEW WORDS

antuku	'Anthony'	santu	'saint'
isidru	'Isidore'	dyača-kuy	'celebrate'
puñu	'large earthen jar'	wisiy	'pour out'
wirk"i	'a type of jar'	basu	'drinking glass'
č"uwa	'liquid'	t'uru	'earthenware, clay'
řantiy	'buy'	hič'ay	'pour out'
mančay	'very'	lata	'tin'
sentabu	'cent'	miraykuy	'multiply, reproduce'
tutuma	'gourd vessel'	q"oča	'lake'
gringu	'foreigner, gringo'	pampa	'plain'
k'ul̃u	'wooden'	q"očapampa	'Cochabamba'
tiyana	'seat'	hunt'ay	'collect'
kristál	'glass, crystal'	impwesto	'tax'
hařa	'pitcher'	pabimentasión	'paving, pavement'

řehsinkičahču aq"a wasita?	Do you know a chicha tavern?
hayk'ahl̄apis[1] aq"a wasiman yaykurqankičahču?	Have you ever gone into a chicha tavern?
kay hina[2] karupi kawsaspaqa manačá iskayl̄apis qankunamantaqa aq"a wasita řehsinkičahču.	Living so far away, not even two of you will know a chicha tavern.
may č"ika[3] unaymanta pačañačus[4] noqayku indyukunaqa kay aq"a sutiyohta[5] řehsiykupis.	I wonder how long we Indians have known chicha!
ima kusi-kuyniykupis čayamohtin[6], tata antukuhpa, san isidruhpa, ima santuhpa p'unčaynil̄ampis čayamohtin, manan čayri pil̄apis dyača-kuyta munanqa, řipoh p'unčaykunamanta pača[7], may č"ita hatunčah p'uñukunapi, čay wirk"is nisqakunapitah, sumah saramanta č'uwa č'uwa aq"ata wakiričenqanku.	Whenever a happy occasion arrives, St. Anthony's St. Isidore's or whenever any saint's day arrives, or if not, if someone wants to celebrate his day, beginning several days before, they prepare liquid chicha from good corn in large containers and in those called "wirk"is".
čayqa ñawpah karqa.	That's the way it used to be.
kunanqa aq"a wasisl̄apiña čay hinamanta řuwanku.	Now they do it that way only in the chicha places.
čay wasispitah pil̄apis čay aq"a nisqata řanti-kúy atinčah.	Anyone can buy chicha that way in a chicha place.
mančay sumah pisi qolqel̄apah[8] čay aq"aqa.	That chicha is very inexpensive.
iskay sentabusl̄aykičahwan hatun tutumata uhyarqokúy atiwahčah.	With two of your cents you could drink a large gourd.
gringusta řikuspaqa, sumah k'ulu tiyanapičá tiyaričisunkičahman.	Seeing that you are a foreigner, they will probably make you sit on a good wooden seat.
kristál hařapi wisimuspa, kristál basul̄apitahčá uhyači-kusunkičahman.	Taking out a crystal jar, they will probably make you drink out of a glass.

imaraykučus indyu řunakunaqa tutumasl̄api, t'uru yuritusmanta hič'arqo-kuspa, manan čayri lata hařasmanta, čay aq"ata uhya-kuyku.	Because we Indian men drink chicha only in gourds, pouring it out with earthenware pitchers or else with tin jars.
mančay ašk"a aq"a wasis miraykusqankurayku, tukuy q"očapampa l̄ahtaman čay hina wasisl̄a hunt'aykusqankuraykutahri, gobyerno řunakuna impwestos nisqakunata čuraykučinku.	Since chicha taverns have multiplied, and because these places have filled the whole city of Cochabamba, government officials have levied taxes.
čay aq"a impwestol̄awan q"očapampa l̄ahtaypi pabimentasyón nisqata řuwači-kúy aterqanku[9].	With that chicha tax alone, they have been able to pave my city of Cochabamba.

NOTES

[1] hayk'ah or mayk'ah 'never', in this case 'ever'.

[2] hina 'way; kay hina 'this way'; karupi 'far', locative; kay hina karupi 'so far away'.

[3] may č"ika 'So much!'

[4] pača, substantive used with expressions of time.

[5] suti-yoh 'with name'; aq"a sutiyoh 'so called chicha'. It is not necessary to translate sutiyohta.

[6] lit. 'what a happy occasion for us when it arrives'.

[7] řipoh 'one who goes away'; p'unčaykunamanta 'from the days'; řipoh p'unčaykunamanta pača 'from the days that have gone by'.

[8] mančay 'very'; sumah 'good, very'; pisi 'little'; mančay sumah pisi 'very very little'; mančay sumah qolqel̄apah 'only for very little money'.

[9] lit. 'They have been able to make the so-called paving in my Cochabamba city'.

19.16

"řehsinkičahču aq"a wasita"

hayk'ahl̄apis aq"a wasiman yaykurqankičahču. kah hina karupi kawsaspaqa manačá iskayl̄apis qankunamantaqa aq"a wasita řehsinkičahču. may č"ika unaymanta pačañačus noqayku indykunaqa kay aq"a sutiyohta řehsiykupis. ima kusi-kuyniykupis čayamohtin, tata antuhpa, san isidrohpa, ima santuhpa p'unčaynil̄ampis čayamohtin, manan čayri pil̄apis dyača-kuyta munanqa čayqa, řipoh p'unčaykunamanta pača may č"ika hatučah p'uñukunapi, čay wirk"is nisqakunapitah sumah saramanta, č"uwa č"uwa aq"ata wakiričenqanku. čayqa ñawpahta karqa, kunanqa aq"a wasisl̄apiña čay hinamanta řuwanku, čay hina wasispitah pil̄apis čay aq"a nisqata řanti-kúy atinčah. Mančay sumah pisi qolqel̄apah čay aq"aqa, iskay sentabul̄aykičahwan hatun tutumata uhyarqo-kuy atiwahčah. gringusta řikuspaqa, sumah k'ul̄u tiyanapičá tiyaričisunkičahman, kristál hařapi wisimuspa, kristál basul̄apitahčá uhyači-kusunkičahman, imaraykučus indyu řunakunaqa tutumasl̄api, t'uru yuritusmanta hič'arqo-kuspa, manan čayri lata hařasmanta, čay aq"ata uhya-kuyku. mančay ašk"a aq"a wasis miraykusqankurayku, tukuy q"očapampa l̄ahtaman čay hina wasisl̄a hunt'aykusqankuraykutahri, gobyerno řunakuna impwestos nisqakunata čuraykučinku, čay aq"a impwestol̄awan q"očapampa l̄ahtaypi pabimentasyon nisqata řuwaykučiy aterqanku.

Response drill based on Reading Selection "řehsinkičahču aq"a wasita"

1. hayk'ahl̄apis aq"a wasiman yaykorqankiču?
2. qankunari řehsinkicahču?
3. pay aq"a wasita řehsinmanču?
4. mayk'ahmanta pačañatah aq"ata řuwáy yačanku paykuna?
5. imamantatah aq"ata řuwanku?
6. yačankiču imapičus aq"á wakičinku?
7. maypitah kunán čay aq"ata řuwanku astawan?
8. pitah aq"á řantíy atin?
9. mašk"awantah tutuma aq"ata řantíy atinčah?
10. ašk"aču q"očapampapi aq"a wasis miraykunku?
11. čayta řikuspa gobyerno řunakuna imatatah řuwanku?

Listening-In

haqay čahrapi, warmis, q"aris, wawas, tukuy řunakuna tanta-kusqanku. čay karu karu tomamanta yakuta hap'imonqanku kasqa. hap'imuspatah hatun hal̄p'aman larq'asta řuwaspa čayačimonqanku. tukuy čayta řuwanankupah q"ari řunakunapis kaypi haqaypi pihčarisqankuñan. čayamantarah tukuy sonqowan, l̄ank'ayninkuman purenqanku. ñan qarpayta tukuspatahri, tukuy čay řunakunal̄atah čahra l̄ahta aq"a wasispi, takispa, tususpa,

sumahta mačaspa, kusirenqanku. sumah řunakunal̄a kanku, čayraykutahčá dyus tatančahpis manan yakunta kay řunakunapah pisipačinču.

Conversations

I.

A. Listen, Julica, I am finishing this work.

B. There is still a lot, and who will do it for you?

A. In the days to come I will be doing that which is left, little by little.

B. Quick, just work, it seems that you want to turn lazy.

II.

A. Listen, sir, I am not from this town. Could I please ask you something?

B. What is it you wish? If I can I will inform you.

A. Which is the quickest way to Sacaba?

B. Don't go on the road. Climb the hill.

III.

A. I want to take my child to school.

B. I don't think I will take my child.

A. Why? Do you want him to continue being stupid?

B. Knowing something they want to leave the country.

Cochabamba, Bolivia

UNIT TWENTY

Dialogue

Paula's father is sowing his field. Paula, Hipolo and Satuco are helping him. F. Father. P. Paula. H. Hipolo. S. Satuco.

F.	take coca	akul̄iy
	Sir, let us take coca in order to begin our sowing.	tata, akul̄iykurina tarpunčahta qal̄arinapah.
H.	team of animals	yunta
	to urge on (animal), follow	q"atiy
	Shall I goad the yoke of oxen?	yuntá q"atiykamul̄asahñaču?
F.	tie	watay
	Yes, and let's tie it well.	arí. wataykunatah al̄inta.
P.	seed	muhu
	scatter, drop	t'akay
	And will I scatter the seed sir?	noqaču muhú t'akasah, tatáy?

F.	Yes, you will scatter it.	arí, qan t'akanki.
H.	Giddap, bull!	uša, toro.
F.	May our sowing be with God.	dyuswan tarpuyninčah kačun.
S.	May it be with God.	dyuswan kačun.
H.	Giddap, bull, giddap!	uša, toro, tisa, tisa!
P.	"caima" (soft drink)	q'ayma
	Will you drink caima, sir?	q'aymá uhyankiču, tata?
S.	hand over	hayway
	Please give me some in a large gourd.	haywaykurimuway hatun tutumapi.
P.	Our caima is good.	kosa kay q'aymančah.
F.	Yes, it was good. Give some to Hipolo too.	arí, sumah kasqa. ipulitumampis qoriy.
P.	Hipolo, come, I'll give you caima.	ipulu, hamuy, q'ayma qorisqayki.
H.	Alright, give me some, my pretty girl.	čay, qoriway ari. k'ača warmisitáy.

P.	Calling girls pretty you will get them all dizzy.	tukuyl̃atačá k'ačita niraspa, umán musp"ačinki.
H.	No. You are the prettiest.	mana. qampunitah aswan k'ača kanki.
F.	trouble, disturb	inkyetay
	I think you are getting restless. Let's work quick!	ñaq"á sina qankunaqa, inkyetari-kúy munasqankičahña, usqayta l̃ank'ana!
H.	dig	hal̃may
	rough man	wampu
	Dig, dig, slave!	hal̃may, hal̃may, wampu!
P.	It is very hot, sir.	ančá řup"amusan, tata.
S.	harden	duruyay
	Yes, and the earth became hard.	arí, hal̃p'atah duruyah kasqa.
P.	Won't you drink more caima?	manañaču q'aymata aswanta uhyankičah?
S.	Yes, lady. Pass some to us, please.	arí, mama. haywarimuwayku.

P.	again	watahmanta
	Boiled again, well prepared.	watahmán t'impusqa, sumah wakičisqa.
H.	Yes, lady. Coming from you everything is good.	arí, mama. makisniykimanta tukuy ima sumah.
P.	Don't talk so much. You are slowing down your work.	ama ančá parlayču. l̃ank'ayniykita sayačisqanki.
H.	tire	sayk'uy
	Talking this way we finish without getting tired.	hina parlaykačari-kuspapuni mana sayk'ús tukunčah.
F.	Let's rest, gentlemen.	samana, weraqočas.
S.	Let's rest.	samarina.
F.	Let's take coca.	akul̃iykurina.
H.	Would you give us some more of your caima, lady?	asitutawan q'aymaykimanta qoriwaykuman, mama.
P.	Careful you'll get drunk! The caima is not just like that.	pahtán mačaykuwahčahtah! manan hinal̃ču kay q'aymaqa.

H.	Yes, ma'am, I think my head is beginning to turn.	arí, mama. muyuytañá sina kay umay munasqan.
P.	When you are drunk, who is going to carry you?	mačaykohtiykitah, pitah apasunki?
H.	Wouldn't you carry me?	maná apariwankiman qanri?
P.	"chola"	čola
	Well, look for your chola.	čolaykita mask'a-kamuy, ari.
F.	strengthen	kal̄pančay
	We are almost finished. With a little more effort, we could finish and go.	kay, tukusančahña. tumpatawan kal̄pančari-kuspa, ñan řipúy atisun.
H.	Yes, sir. Yipee!	arí, tata. wiyha!
F.	Ah boy, you are drunk now. Aren't you?	ha, l̄oqal̄a, mačaykunkiña, i?
H.	Giddap, giddap, bull! Get going, little bull!	tisa, tisa, toro! puri-kuy, torito!

Dialogue Review

F. tata, akul̄iykurina tarpunčahta qal̄arinapah.

H. yuntá q"atiykamul̄asahñaču?

F. arí. wataykunatah al̄inta.

P. noqaču muhú t'akasah, tatáy?

F. arí, qan t'akanki.

H. uša, toro.

F. dyuswan tarpuyninčah kačun.

S. dyuswan kačun.

H. uša, toro, tisa, tisa!

P. q'aymá uhyankiču, tata?

S. haywaykurimuway hatun tutumapi.

P. kosa kay q'aymančah.

F. arí, sumah kasqa. ipulitumanpis qoriy.

P. ipulu, hamuy, q'ayma qorisqayki.

H. čay, qoriway ari. k'ača warmisitáy.

P. tukuyl̄atačá k'ačita niraspa umán musp"ačinki.

H. mana. qampunitah aswan k'ača kanki.

F. ñaq"á sina qankunaqa inkyetari-kúy munasqankičahña.
usqayta l̄ank'ana!

H. hal̄may, hal̄may, wampu!

P. ančá řup"amusan, tata.

S. arí, hal̄p'atah duruyah kasqa.

P. manañaču q'aymata aswanta uhyankičah?

S. arí, mama. haywarimuwayku.

P. watahmán t'impusqa, sumah wakičisqa.

H. arí, mama. makisniykimanta tukuy ima sumah.

P. amą ančá parlayču. l̃ank'ayniykita sayačisqanki.

H. hina parlaykačari-kuspapuni mana sayk'ús tukunčah.

F. samana, weraqočas.

S. samarina.

F. akul̃iykurina.

H. asitutawan q'aymaykimanta qoriwaykuman, mama.

P. pahtán mačaykuwahčahtah! manan hinal̃aču kay q'aymaqa.

H. arí, mama. muyuytañá sina kay umay munasqan.

P. mačaykohtiykitah, pitah apasunki?

H. maná apariwankiman qanri?

P. čolaykita mask'a-kamuy, ari.

F. kay, tukusančahña. tumpantawan kal̃pačari-kuspa, ñan řipúy atisun.

H. arí, tata, wiyha!

F. ha, l̃oqal̃a, mačaykunkiña, i?

H. tisa, tisa, toro! puri-kuy, torito!

Grammar Review

Response drill based on dialogue 20.

1. pitah wasiyohpa yuntán q"atin?
2. ipulituču muhuta t'akanqa?
3. imil̄aču yuntata q"atenqa?
4. imapitah q'aymata uhyanku?
5. sumahl̄aču paykunahpa q'aymanku?
6. tukuy čolitastaču k'ačita niran ipulitoqa?
7. imaraykutah l̄ank'ayninta ipulitu sayačisqan?
8. q'aymata qankuna uhyarqankičahču?

Review drill: personal suffixes with substantives; the suffixes *-ni*, *-kuna* and *-hpa*.

Substitute as suggested:

1. kay paya *buřaypa* čakin manačus sina sumahču kasqan.
    - a. (your donkey)
    - b. (her donkey)
    - c. (our [incl.] donkey)

2. wakin *buřusniy* paya buřata q"ateh karqanku.
    - a. (your donkeys)
    - b. (our [excl.] donkeys)
    - c. (their donkeys)

Review drill: substantive plural suffix

1. sapay purini buřuywan.
2. hal̃p'itaypi papasta poqoči-kuni.
3. sul̃k'itaypi papasta poqoči-kuni.
4. lata kalangata mulanman wark"onqa kasqa.
5. buřunwan pureh čayamunña.

Review drill: some relational suffixes

Answer the following questions:

1. imawán yapasqanki?
2. piwán kasarasqanki?
3. maymantá čayamusqanki?
4. piwán puhl̃asqanki?
5. maymantá hamusqanki?
6. maymán l̃ohsisqanki?
7. imamán hatarisqanki?
8. imapáh qonqori-kusqanki?
9. pipáh waqayčanki?
10. pimantá yuyarinki?

Grammar points

Summary of substantive inflection.

The following chart gives a summary of the suffixes that occur with substantive stems.

Plural suffix	Personal suffixes	Relational suffixes	Independent suffixes
-kuna *-ni* *-l̃a*	*-ya*	*-hpa*	
	-yki	*-man*	
	-ni	*-manta*	
	-nčah	*-pah*	
	-yku	*-pi*	
	-ykičah	*-ta*	
	-nku	*-rayku*	
		-wan	

Remember, however, that *-l̃a* follows *-rayku*; that not all relationals are mutually exclusive; that independent suffixes are likewise not all mutually exclusive.

In addition to these suffixes there is a suffix *-ti* meaning 'including'. It always occurs preceded and followed by a personal suffix: *warmi-ni-n-ti-n* 'including the woman'

The combination *-ni* plus *-h* (a variant form of the genitive) indicates indefinite location: *čaynehpi* 'around there'.

Reading selection

"mama kandela, sapan warmimanta"

NEW WORDS

kandela	'Candela'	lorenso	'Lawrence'
paya	'old'	al̃iy	'slow'
čaki	'foot'	wist'uy	'limp'
mañay	'lend'	t"amaykačay	'stumble along'
kalanga	'small tin bell'	kul̃i	'purple'
wark"uy	'hang'	wakiy	'prepare'
lak"a	'dark'	lisa	'a tuber'
tuta	'night'	oqa	'oca, a tuber'
uyway	'bring up'	sul̃k'a	'youngest'
mula	'mule'	kamisa	'shirt'
limbu	'dark'	sapatu	'shoe'

mama kandela, sapan warmimanta.	About the widow, Mama Candela.
kay paya buřaypa čakin manačus sina sumahču kasqan.	It seems that my old donkey's foot is not well.
čay tata lorensoman mañaykusqaymanta pača[1] manañan puri-kúy atinču.	Since the time I lent it to Lawrence it cannot walk anymore.
al̃iyl̃ataña, wist'ul̃ataña t"amaykača-kun.	Slowly, limping, it stumbles along.
pimanñačus kunanqa lata kalangatapis wark"usah, lak"a tutapi wah buřusniy kahkunawan[2] q"atiči-kunampah.	Which one will I hang the tin bell on now, so he can be followed by my other donkeys on dark nights?
manaču yačarqankičah?	Didn't you know?
noqaqa sapan warmi kani.	I am a woman who lives alone.

qosaypis[3] wañupunña, čayrayku p'unčay p'unčaytan[4] sapal̃ay kay buřusniywan imal̃atapis[5] hal̃p'itaypi poqoči-kusqaywan,[6] may č"ika karu kama puri-kuni, poqoykunata qolqečah[7] hina qolqewan wawasniyta uywanaypah.	My husband has died, so, day after day, alone with my donkeys, with a little of what I produce in my small piece of land, I walk up to far away places in order to make money from the produce so as to bring up my children with that money.
kunanqa, paya buřuyñatah wist'uyarparisqa, manatah yačasqaniču mayqenmančus lata kalangá wark"uyta.	Now my old donkey has become lame and I don't know which one to hang the tin bell on.
hinačá haqay mulayman čayta čurasah, aman wakin buřus lak"a limbu tutapi činkanankupah.	I will probably put it on my mule, so that the rest of the donkeys won't get lost on a dark night.
řumi mayuman čayaykuspa kuma santusah aq"a wasimpi samarisah.	When I get to Rumi Mayo I will rest at Comadre Santusa's chicha place.
kunan p'unčaykunapah ñaq"ačá kul̃i aq"ampis wakisqaña kanqa.	Her purple chicha must be ready nowdays.
čay hina aq"amanta uhyarispa samarisah.	I will rest a bit that way drinking chicha.
čaymantatah l̃ahta kama čayasah.	Then I will arrive up to the city.
čaypi kay lisasta, oqastawan qolqečasah.	There I will turn these lisas and ocas into money.
iča sul̃k'a wawaypah kamisitasta, sapatustawan řanterqapusah.	Maybe I will buy little shirts and shoes for my youngest child.
eskwelamanpis řinanña tiyan,	He already has to go to school.
čaypah sumahta wakerqočipusah.	I will get him ready for that.

NOTES

[1] This is an instance of a sqamanta-clause.

[2] *wah buřusniy kahkunawan* lit. 'other my donkeys with some who are' i.e. with others who are my donkeys.

[3] *-pis* has a sort of emphatic function here.

[4] *p'unčay* 'day'; *-ta* often occurs in expressions of time; *-ne* validational independent suffix, variant of *-min*.

[5] *imal̃atapis*: *-l̃a*... *-pis* indefiniteness; *-ta*, accusative; *imal̃atapis* is the direct object of *poqoči-kusqaywan*.

[6] *poqo-* is intransitive.

[7] *-ča* verbalizer; *qolqe* 'money'; *qolqeča-* 'turn into money'; *poqoykunata* is the direct object of *qolqečah*; *poqoykunata qolqečah* is a subordinate clause: 'as one who turns the produce into money'.

"mama kandela, sapan warmimanta"

kay paya buřaypa čakin manačus sina sumahču kasqan. čay tata lorensoman mañaykusqaymanta pača manañan puri-kuy atinču. al̃iyl̃atañа, wist'ul̃atañа t"amaykača-kun pimanñačus kunanqa lata kalangatapis wark"usah, lak"a tutapi wah buřusniy kahkunawan k"atiči-kunanpah. manaču yačarqankičah, noqaqa sapan warmi kani, qosaypis wañupunña, čayrayku p'unčay p'unčaytan sapal̃a kay buřusniywan, imal̃atapis hal̃p'itaypi poqoči-kusqaywan, may č"ika karu kama puri-kuni, poqoykunata qolqečah, hina qolqewan wawasniyta uywanaypah. kunanqa, paya buřuyñatah wist'uyarparisqa, manatah

yačasqaniču mayqenmančus lata kalangá wark"uyta, hinačá haqay mulayman čayta čurasah, aman wakin buřus lak"a limbu tutapi činkanankupah. řumi mayuman čayaykuspa kuma santusah aq"a wasimpi samarisah, kunan p'unčaykunapah ñaq"ačá kul̄i aq"ampis wakisqaña kanqa, čay hina aq"amanta uhyarispa samarisah, čaymantatah l̄ahta kama čayasah, čaypi kay lisasta, oqastawan qolqečasah. iča sul̄k'a wawaypah kamisitata, sapatustawan řanterqapusah, eskwelamanpis řinanna tiyan, čaypah sumahta wakerqočipusah.

Response drill based on Reading Selection
"mama kandela, sapan warmimanta"

1. pimantah buřata mañarqani?
2. eskwelamanču waway řenqa?
3. maymantah ñawpahta čayasah?
4. imamantatah kalanga řuwasqa?
5. mayqenmantah kalagata wark"usah?
6. imayna aq"atatah kuma santusahpi uhyasah?
7. mayk'ahmanta pačañatah paya buřay wist'uyan?
8. imamantah čay warmi čahra l̄ahtaman řin?
9. imapahtah buřanwan purin?
10. imatatah čaymanta apamonqa?

Listening-In

tisa, tisa, toro. wiha toro. nispa imastačá parlaspa ipulitu řisqan. mačasqañá sina kay l̄oqal̄aqa. imil̄awampis inkyetari-kuyta munasarqaña. čay č"ika q'aymatatah uhyaykun, ari. kunan dya dyantinta, kay ipulitu sutiyoh tatanwan tanta tarpu patal̄api kaykamun, dyantinta tarpuykunku. no sé imatačus čurankupis, ñaq"á sina sarata t'akanku. čay kanqa, kunan kil̄apeqa manan papataqa čurankumanču karqa. čay tarpumusqampi, ari, ipulitu l̄oqal̄aqa mančay ašk"asmanta sinči q'aymata uhyaykačaykusqa. mačasqamantatah imil̄ata molestáy munasqa. kunanqa, atin mana atin, haqay yanninta čankaykača-kuspa ipulitu wakasta apasqan.

Conversations

I.

A. Where are you going, Hipolito? It seems you are drunk.

B. How would your father get drunk?

A. But there you go stumbling already.

B. Anyway, if you want to, we would go drink one more shell.

II.

A. You just want to get me dizzy saying that.

B. No, no, Jacintita, I am telling you the truth.

A. Who doesn't know you, the lying kid?

B. Whoever says that about me is a man without a heart.

III.

A. I saw a carisiri over there behind the hill.

B. You're saying that just playing, where could that be?

A. Really, behind that hill just a small one, with a big hat.

B. You should have gotten near it, then, so it would speak to you.

Cochabamba, Bolivia

UNIT TWENTY ONE

Dialogue

The potato harvest. Don Gerardo and doña Mica come to help Simuco and his wife, Teodora. A. Doña Mica. B. Teodora. C. Simuco. D. Gerardo. E. Telmo.

A.	lady, ma'am	siñura
	Good morning, ma'am.	bwenos dias, siñuráy
B.	Good morning. Did you eat before you came?	bwenos dias. mik"uspañaču hamurqankičah?
A.	Yes, we've eaten.	arí, mik"orqaykuña.
B.	everything	q'ala
	bag	kostál or kostala
	Doña Mica. Did you bring all the sacs?	doña mika, q'alitun kostalastaču apamusqanki?
A.	Yes. Here.	arí. ḱayqa.
C.	Well, let's go then, gentlemen.	čay, haku entonsis, weraqočas.
D.	Your potatoes are indeed beautiful!	ananáw, kay hina k'ačita papitayki kasqaqa!

C.	Yes. It seems to have produced very well this year.	arí. sumahl̄atačus sina kunan watapi qoykuwan
D.	Shall we begin, Simuco?	qal̄́ariykul̄asunñaču, tata simuku?
C.	Yes, and let it be with all our might.	bweno, tukuy kal̄pawan kačun.
D.	Gee! Your potatoes are really good! Look here, they are so big!	ač"aláw! sumah kusapuni kay papayki! q"awariy má, kay c"ikačahqa!
C.	With God's blessing it produced just fine.	dyuspa bendisyonninwan sumahl̄ata qori-kusqa.
A.	carry	astay
	In what do we carry the potatoes?	imapitah papás astasun?
B	hut	č'uhl̄a
	bag with a strap	wayaqa
	There is a bag in the hut. Bring that, ma'am.	č'uhl̄api wayaqa kasqan. čayta aparqamuy, mamáy.
C.	kind of potato dish	wat"iya
	hole	t'oqo
	dig	al̄ay
	Say, don Gerardo. We'll make ourselves a potato bake. Dig a well.	yu, don herardu. papa wat'iya řuwa-kusun. t'oqo al̄arqory.

D.	Will we make ourselves a potato bake? How great!	wat"iyataču řuwa-kusun? ke lindu či!
B.	dry beef	č'arki
	I'll bring dry beef.	noqa č'arkita aparqamusah.
	kind of hot pepper	loqotu
	tomato	tomate
	cheese	kisu
	kind of sauce	l̄ahwa
	And hot pepper also, with lots of tomato and cheese to make sauce for ourselves.	loqotuta ašk"a tomateyuhta kisuyuhtatah l̄ahwá řuwa-kunapah.
D.	Oh, ma'am! I wish you wouldn't talk!	ay, mamáy! ama parlawahču antis!
	hunger	l̄arqay
	mouth	simi
	water	yakuyačiy
	Making me more hungry you are making my mouth water.	astawan l̄arqačiaspa simíy yakuyčisqanki.
A.	Yes, me too.	arí, noqatapis.

D.	have a yen	antuha-kuy
	belly	wisa
	swell	punkiy
	Having a yen for that your belly will swell.	čayĪamantarah antuha-kuspaqa wisaykičah punkinqa.
A.	laugh	asiy
	Don't make laugh!	hahayĪas, ama asičiwayču!
C.	select	t'aqay
	Don Telmo, would you please sort out these potatoes?	tata telmo, t'aqarariwah kay papata.
E.	I'll prepare it for you. What do you want them for?	hina wakerqočipusqayki. imaspahtah munasqanki?
C.	sell	bendey
	In the first place for planting, then for selling, and for eating too.	aᵉwan ñawpahtaqa muhupahrah, čaymantá bendemunapah, mik"unapahtah á.
E.	to get wormy	k"uruyay
	What about these wormy ones?	kay k"urusqankunatarí?
C.	pig	k"uči
	Pick them out, even if it is for the pigs.	čaytaqa k"učispahpis čihĪarpariy.

B.	The bake is ready.	yastaña wat"iya.
E.	wild, angry, hot	p"iña
	Yes, let's go. We'll eat it nice and hot.	arí, haku. řup"itaľá mik"uykamuna.
	Your sauce is very hot!	p"iña p"iña kay ľahwayki kasqa.
B.	Eat. Aren't you a man?	mik"uy á, a"arí kankeqa.
D.	meally	hak'a
	It's meally.	hak'a hak'itatah kasqa.
C.	I planted meally potatoes.	hak'a papatapuni tarpu-korqani.
D.	lend	ayniy
	In the next planting you will have to lend me a piece of your land.	q"epan tarpudapeqa uh č"ika haľp'aykitačá aynirinawayki kanqa.
C.	Why not?	imaraykú manari?

Dialogue Review

A. bwenos dias, siñuráy.

B. bwenos dias. mik"uspañaču hamurqankičah?

A. arí, mik"orqaykuna.

B. doña mika, q'alitun kostalastaču apamusqanki?

A. arí. kayqa.

C. čay, haku entonsis, weraqočas.

D. ananáw, kay hina k'ačitá papitaykí kasqaqa!

C. arí. sumahl̄atačus sina kunan watapi qoykuwan.

D. qal̄ariykul̄asunñaču, tata simuku?

C. bweno, tukuy kal̄pawan kačun.

D. ač"aláw! sumah kusapuni kay papayki! q"awariy má, kay č"ikačahqa!

C. dyuspa bendisyonninwan sumahl̄ata qori-kusqa.

A. imapitah papás astasun?

B. č'uhl̄api wayaqa kasqan. čayta aparqamuy, mamáy.

C. yu, don herardu. papa wat"iya ŕuwa-kusun. t'oqó al̄arqoriy.

D. wat"iyataču ŕuwa-kusun? ke lindu či!

B. noqa č'arkita aparqamusah. loqotuta ašk"a tomateyuhta kisuyuhtatah l̄ahwá ŕuwa-kunapah.

D. ay, mamáy! ama parlawahču antis! astawan l̄arqačiwaspa simíy yakuyčisqanki.

A. arí, noqatapis.

D. čayl̄amantarah antuha-kuspaqa wisaykičah punkinqa.

A. hahayl̄as, ama asičiwayču!

C. tata telmo, t'aqarariwah kay papata.

E. hina wakerqočipusqayki. imaspahtah munasqanki?

C. aswan ñawpahtaqa muhupahrah, čaymantá bendemunapah, mik"unapahtah á.

E. kay k"urusqankunatarí?

C. čaytaqa k"učispahpis čihl̄arpariy.

B. yastaña wat"iya.

E. arí, haku. řup"ital̄á mik"uykamuna. p"iña p"iña kay l̄ahwayki kasqa.

B. mik"uy á, q"arí kankeqa.

D. hak'a hak'itatah kasqa.

C. hak'a papatapuni tarpu-korqani.

D. q"epan tarpudapeqa uh č"ika hal̄p'aykitačá aynirinawayki kanqa.

C. imaraykú manari?

Grammar Review

Response drill based on dialogue 21.

1. čay yanapah weraqočas mik"uspañaču řerqanku?
2. mašk"a kostalastatah doña mika aparqa?
3. ima mik"unal̄atapis čay řunakuna papa al̄aypi wakiči-korqankuču?
4. čay wat"iyatari qan mik"orqankiču?
5. kosapuniču al̄asqa papa karqa?
6. papatarahču al̄arqanku wat"iyatarahču wakiči-korqanku?
7. l̄ahwataqa manačá řehsinkirahču?
8. yačankitahču imačus l̄ahwa kasqal̄antapis?
9. al̄áy tukunanku kamaču tukuy čay řunakuna karqanku?
10. al̄áy tukuytawantah, imatá řuwarqanku?

Review drill (*-ča*, *-ri*, *-l̄a*, *-puni*).

Translate the following sentences:

1. You must be a good businessman, Don Roberto.
2. It must be that.
3. I wonder if it isn't so.
4. Your father must have sent you.
5. And what is your name?
6. And what about those cooked ones?
7. Just a few.
8. He gave me only ten jugs.
9. That's the way it is!
10. That is indeed the custom.

Grammar points

Independent suffixes.

These suffixes were explained in Unit 8. Here we will give further examples of the validational suffixes -min and -sis:

ama-n	'Don't'
ña-n	'already'
noqa-min	'I am the one'
kučil̃uyuh-min	'certainly with a knife'
hamunmansá	'that he is coming is doubted'
řuwankumansis	'he would make mostly for himself, they said'

The suffix -čus often occurs with the particle sina. When -čus is word final before sina, it is often replaced by stress.

Drill

Translate the following phrases.

1. yačal̃ančus sina.
2. q"apah řunasl̃á sina.

Derivation

Verbalizers.

-ya derives intransitive verbs from substantives:

hatun 'large' : hatunyay 'become large'

-ča derives transitive verbs from substantives:

hatunčay 'enlarge'

Substantivizers

The suffixes -h, -na, -y, and -sqa have already been discussed.

-ysi derives verbs from verbs. It means 'to help':

mik"uy 'eat' : mik"uysiy 'help eat'

Diminutives.

-yoh derives substantives from substantives.

There are other derivational suffixes which are not as frequent as the ones mentioned above.

Phrases with a modifier derived by -sqa. Examples:

kunan qopusqayki, qayna watamanta pača saqesqayki q'epičanasta.	'I am now going to give you the wraps that you left last year'
čay hina unayta uywasqa waka kunampi wañupusqa.	'That cow which I raised for such a long time, died today'

Numerals

Review the numerals from one to ten. Other numerals are given below.

čunka uhniyoh	11
čunka iskayniyoh	12
čunka kinsayoh	13
čunka p"isqayoh	15
iskay čunka	20
iskay čunka uhniyoh	21

kinsa čunka	30
tawa čunka	40
pačah	100
pačah uhniyoh	101
iskay pačah	200
waranka	1,000

Drill.

Replace the underlined form by the translation of the English items and repeat the whole sentence.

1. čay qoleqwan řuwasqanku wasita mayu apakapusqa.
    a. which I built
    b. which we (incl.) built
    c. which he built

2. čay hina kwidadwan podasqanku sač'as č'akipusqanku.
    a. which you pruned
    b. which he pruned
    c. which we (excl.) pruned

Reading selection

"kasyanu, mačah řuna"

NEW WORDS

kasyanu	'Casiano'	uywa	'animal'
paqarin	'morning'	q"apay	'yell'

sut'iyay	'dawn (vb.)'	maqay	'punish'
karqa	'load'	mañay	'ask for'
waykačiy	'cause to fly'	punku	'door'

kasyanu, mačah řuna. ñan čay kasyanu mačaykul̃anñatah[1].	Casiano, the drunk. Casiano has got drunk again.
q"awariyčah qankuna, l̃asa uywa hina ñaq"aymanta[2] t"amaykačaspa purisqan.	Look at him, he is stumbling with difficulty like a heavy animal.
warmipis ñan wasimpiña, buřusnintapis warmi sapal̃an wasinman čayačin.	His wife is now at home, the wife has also made the donkeys get home.
kunan paqarintañatah kay don kasyanu sutiyoh[3], mančay sut'iyayta, haqay čahra l̃ahtaman purerqa.	Very early this morning, Casiano walked to the town.
may č"ika karqa papata apan. sumahl̃ačá řinman karga[4]. papapis sí[5] kunampeqa ašk"amanña yaykuykun[6].	What a large load of potatoes he took! He must have done well! Why even now potatoes have gone up!
tukuy čay papata waykačiytawanqa[7] kay don kasyanu aq"a wasinman puri-kusqa pača, tumpata mačaykuriytawantah manan warmil̃atapis uyariyta munasqañaču.	After selling all those potatoes, Casiano went to the chicha tavern, and getting somewhat drunk he had refused to listen to his wife.
sapal̃anta saqen buřusta wawastawan wasin kama apa-kampohta[8].	He left her alone bringing the donkeys and the children home.
kunanqa, imastačus q"aparispa, takispa, waqaspatah ñaq"aymantapuni wasinman čaya-kusqan.	Now yelling, goodness knows what, singing, and crying he is barely getting home.

iča čayaykuytawanqa manan č'inl̄amantapis puñuyka-kaponqaču warmintarah maqayta munanqa, mik"unatačus mañanqa, astawančus aq"ata uhyayta munaspa, q'oñi puñunanmanta sayaričimuspa, aq"a wasi punkusta takaračimonqa.	Perhaps, upon arriving, he won't even go to sleep quietly, he will want to beat his wife, or he will ask for food, or wanting to drink more chicha, making her get out of her warm bed, he will make her go knocking on the chicha tavern doors.
ahnal̄apuni kay kasyanoqa, tumpata qolqé rehsiriytawan kama aq"a wasi čeqanta puriponqa.	As soon as he sees a little money he goes straight to the chicha place.

NOTES

[1] *-l̄a..-tah* 'again'.

[2] *ñaq"a-* is a verb meaning 'to quarter, to torture'; as a substantive *ñaq"ay* means 'almost, hardly, barely, with difficulty'; also *ñaq"as* and *ñaq"á sina*.

[3] *kay don kasyanu sutiyoh* (Lit.) 'this so called don Casiano'.

[4] *sumah-l̄a-čá* 'just fine probably'; *řinman karqa* verbal phrase; a verb with a conditional form plus *karqa* expresses doubt. This use of *ři-* is probably a loan translation from Spanish. cf. *me va bien*, *le va bien*.

[5] *sí* emphatic particle; Spanish loan word.

[6] *ašk"amanña yaykuykun* 'it has entered to much already' i.e. its price has gone up. The subject is *papa-pis*; notice that *papa* is used collectively in the singular, while in English we use *potato* as a count noun.

[7] *waykači-* 'to cause to fly' i.e. 'to sell quickly'.

[8] h-clause 'as one who brings for someone else'; h-clauses are usually subordinate. This one functions as a direct object of *saqen*.

"kasiyanu, mačah řuna"

ñan čay kasyanu mačaykul̄anñatah. q"awariyčah qankuna, l̄asa uywa hina ñaq"ayl̄amanta t"amaykačaspa purisqan. warmimpis ñan wasimpiña, buřusnintapis warmi sapañan wasiman čayačin. kunan paqarintañatah kay don kasyanu sutiyoh, mančay sut'iyayta, haqay čahra l̄ahtaman purerqa, may č"ika karga papata apan. sumahl̄ačá řinman karqa. papapis sí kunampeqa ašk"amanña yaykuykun. tukuy čay papata waykačiytawanqa kay don kasyanu aq"a wasiman puri-kusqa pača, tumpata mačaykuriytawantah manan warmil̄antapis uyariyta munasqamuču. sapal̄anta saqen buřusta wawastawan wasin kama apa-kampohta. kunanqa, imastačus q"aparisqa, takispa, waqaspatah ñaq"aymantapuni wasinman čayaykusqan, iča čayaykuytawanqa mana č'inl̄amantapis puñuyka-kaponqaču, warmintarah maqayta munanqa, mik"unatačus mañaqa, astawančus aq"ata uhyayta munaspa, q'oñi puñunanmanta sayaričimuspa, aq"a wasi punkusta takaračimonqa. ahnal̄apuni kay kasiyanoqa, tumpata qolqé rehsiriytawan kama aq"a wasi čeqanta puriponqa.

Response drill based Reading Selection "kasyanu, mačah řuna"

1. pimantatah mačaykul̄anñatah nispa ninku?
2. kunán čankaykača-kuspačá purisqan.
3. maypitah kasyanoh warmin kasqan?
4. čantá ahnal̄apuniču kay kasyanoqa?
5. imaynatačus kunanqa wasínman čayanqa.
6. qolqetačá hap'iykul̄anñatah.
7. qanri imaninkitah čaymanta?

Listening-In

řunakuna papa al̄ayman řipunkuña. sapa watapi haqay tata telmoh hal̄p'anpeqa mančay sumahta papa qori-kun. kunan watapipis sumahl̄atahčá kanqa. sumahtañapunitah t'ikaykurerqa čay papanqa. noqapis řiyman si karqa, wayaqerol̄amantapis yaykusayman karqa. mašk"as kunampeqa sumahtačá wat'iyatapis řuwaykuri-konqanku. mančay hatun t'oqota al̄aspa kostalatapuni qal̄ari papamanta čuraríy yančanku. čaymantatah asǩ"a l̄ahwata řuwaril̄ankutah sumah kesil̄usniyohta. řiyman karqa, oye. iča watapah čay hinamanta tata telmopis uh č"ika hal̄p'ampi tarporqo-kóh saqewanman karqa.

Conversations

I.

A. How is the potato harvest, don Telmo?

B. It seems that it is going to be quite good.

A. Wouldn't you let me (make me) enter at least as a "wayaqero"?

B. Come then, come, help us.

II.

A. Listen, don Telmo, shouldn't we prepare the "watia" already?

B. Alright, then go dig a hole.

A. We will put a bag of potatoes. Won't we, don Telmo?

B. Alright, then, if you want we'll put more too.

III.

A. I don't like to travel in other towns.

B. It's that you haven't left your small country.

A. It isn't that so much, but our native land does indeed attract us.

B. Being in another city you probably miss chicha.

Cochabamba, Bolivia

UNIT TWENTY TWO

Dialogue

The hair cutting ceremony is an old Andean custom.

Luchito is going to have his first haircut. The participants are: A. Juan. B. José. C. Domingo, Luchito's father. D. Matias, Luchito's godfather. E. Santusa. F. Luchito's mother. G. Lorenzo.

A. mow	řut"uy
ȟair cutting	řut"uku
Wouldn't you like to go to the hair cutting ceremony?	maná uma řut"ukuman řiy munawah?
B. Where is it?	maypitah čay kasqari?
A. At Don Domingo's they say.	don domingohpapi nin
visit	bisita
Don Domingo, do you want visitors?	don domingu, bisitá munawahču?
C. You have come! Do come in, won't you?	hamurisqankičahqa. yaykurimuyčah, á?
ȟair	čuhča
say, try	niy
We are trying to have my Luchito's hair cut.	kay ličituypa čuhcitanta k'utorqočisah nisqayku.

Sit down, please. Serve yourselves.	tiyarikuyčah á. sirbiykuri-kuyčay.
A. strong	sinči
Thank you, Don Domingo.	agradese-kuyki, don domingo.
Your pisco is good, a little strong.	kosa kay piskuyki kasqa, as sinčisitul̄a.
C. Let's see. I think we are beginning.	abér, abér. qal̄arisunñá sina.
Let's drink first. What do you say?	uhyaykurinarah. ima ninkičahtah?
A. money	qolqe
tighten, adjust	mat'i-kuy
loosen	kačariy
Yes, let's drink, maybe that way, not being very stingy, we will let go of our money.	arí, uhyaykurinarah, iča hinamanta, ama ančá mat'i-kuspal̄a, qolqe kačarisun.
D. That's the way it should be. Who's going to let his money go just like that?	čay hinapuni kanan tiyan ari. pitah qolqenta kačarisqanman hinal̄amantari?
E. Yes, and especially the men, so they'll let go of their money, how much more they have to drink!	arí, q"aristah aswanqa, tumpa qolqenkuta kačarinankupah, may č"ikatarah uhyananku kanqa!

C.	"compadre"	kumpa
	Let's see. Will you begin, compadre Matías?	abér, abér. qančá qal̄arinki, kumpa matias.
F.	"cutter", scissors	k'utuna
	Yes, you dear compadre. Here are the scissors.	arí qampuni, kampadritúy kayqa k'utunaspis.
	dish	latil̄u
	Here is a dish to put the hair on.	kayqa latil̄upis čuhča čuranapah.
C.	gift	t'inka
	Yes and this one for the little gifts.	arí kaytah t'inkitaspah.
D.	thousand	waranqa
	godson	ayharu
	Fine. Here, I'll put 10,000 for my godson.	baya. kay noqá čurasah čunka waranqata ayharuypah.
C.	May God repay you, Compadre Matías.	dyus pagarasučun, kumpa matias.
	god father	pagrinu
F.	Oh yes, I thank you also. With such a godfather my son will always be rich.	ay čay, noqapis agradese-kuyki. kay hina pagrinuwanqa q"apahpuni kanqa wawitayqa.

A. It's your turn, Compadre Domingo.	qampiñatah, kumpa domingo.
C. I'll cut his hair for a bull.	noqaqa uh toropah čuhčán k'utusah.
F. two	iskay
sheep	uwiha
And I, his mother, will give him two sheep.	noqatah maman hinaqa, iskay uwihasta qosah.
B. write down	apuntay
You will write it down, sir.	sumáh apuntanki, tata.
G. Yes, it is all written here.	arí, tukuy imaña sumah apuntasqa kaypi kasqan.
A. I will bring him a hen tomorrow.	noqaqa wal̄pitata q'aya apampusah.
B. I'll only cut for these thousand.	noqá kay waranqal̄aypah k'uturi-kusah.
C. Well, may God repay you, friends.	čay, dyús pagarapusunkičis, kumpitus.
D. Let's see. How much has been made? Tell us what you have written down.	abér, tata, mašk"á řuwa-kusqa? apuntasqaykita wil̄arimuy.

G. listen, hear	uyariy
Listen. I'll read. Money, 11,000, three bulls, six sheep, ten hens, one goat,	uyariyčah. kayqa, leesah: qolqeqa čunka uhniyuh waranqa, kinsa toros, sohta owehas, čunka wal̄pas, uh kabra,
clothing	p'ača
change	mudana
and two changes of clothes.	iskay p'ača mudanaswan.

Dialogue Review

A. maná uma řut"ukuman řiy munawah?

B. maypitah čay kasqari?

A. don domingohpapi nin. don domingu, bisitá munawahču?

C. hamurisqankičahqa. yaykurimuyčah, á? kay lučituypa čuhčitanta k'utorqočisah nisqayku. tiyari-kuyčah á. sirbiykuri-kuyčah.

A. agradese-kuyki, don domingo. kosa kay piskuyki kasqa, as sinčisitul̄a.

C. abér, abér. qal̄arisunñá sina. uhyaykurinarah. ima ninkičahtah?

A. arí, uhyaykurinarah, iča hinamanta, ama ančá mat'i-kuspal̄a, qolqe kačarisun.

D. čay hinapuni kanan tiyan ari. pitah qolqenta kačarisqanman hinal̄amantari?

E. arí, q"aristah aswanqa, tumpa qolqenkuta kačarinankupah, may č"ikatarah uhyananku kanqa!

C. abér, abér. qančá qal̄arinki, kumpa matias.

F. arí qampuni, kumpadritúy. kayqa k'utunaspis. kayqa latil̄upis čuhča čuranapah.

C. arí kaytah t'inkitaspah.

D. baya. kay noqá čurasah čunka waranqata ayharuypah.

C. dyus pagarasučun, kumpa matias.

F. ay čay, noqapis agradese-kuyki. kay hina pagrinuwanqa q"apahpuni kanqa wawitayqa.

A. qampiñatah, kumpa domingo.

C. noqaqa uh toropah čuhčán k'utusah.

F. noqatah maman hinaqa iskay uwihasta qosah.

B. sumáh apuntanki, tata.

G. arí, tukuy imaña sumah apuntasqa kaypi kasqan.

A. noqaqa wal̄pitata q'aya apampusah.

B. noqá kay waranqãl̄aypah k'uturi-kusah.

C. čay, dyús pagarapusunkičis, kumpitus.

D. abér, tata, mašk"á řuwa-kusqa? apuntasqaykita wil̄arimuy.

G. uyariyčah. kayqa, leesah: qolqeqa čunka uhniyuh waranqa, kinsa toros, sohta owehas, čunka wal̄pas, uh kabra, iskay p'ača mudanaswan.

Grammar Review

Response based on dialogue 22.

1. uma řut'ukuman řiyta munawahču?
2. don domingohpapí sina čay kanqa kasqa.
3. maná řil̄awah, kay noqapis waranqal̄awan řisqani.
4. hinamanta řispari čay iskay řunakuna don domingohpaman yaykorqanču?
5. paykunata řikuspatah manaču ni imata čay don domingo nerqa?
6. mašk"a qolqetatah čay uma řut"ukupi tantarqanku?
7. qanri mašk"al̄atapis čay uma řut"ukupi čurawahču?
8. mašk"atá čurawah?

Review drill (-či, -mu, -pu, -ku)

Translate the following sentences:

1. Get up!
2. Make those donkeys get up.
3. I drive the woman crazy.
4. I sit down
5. I sit the child.
6. Where are you arriving from?
7. Who gave birth?
8. Since when has it been raining?
9. I send him.
10. He sent him here.
11. I had him sent.
12. I'll come back.
13. I'll go back.
14. We have two cows.
15. I'm taking her some medicines.
16. Put that there for me.
17. Put that there for yourself.
18. Don't have something stolen from you!
19. Don't make someone steal!

Review drill: Some modals

Translate the following sentences:

1. I brought it for myself.
2. Pick one up for yourself.

3. Drink it down!
4. I'm going to work hard.

Review drill: past definite

Translate the following sentences:

1. When did you do it?
2. Last year I went to Tarata.
3. I played with the children at school.
4. We went to eat "lawa" at your house.
5. They came from the city.
6. I went to town and bought salt.
7. They slept there.
8. I worked in the field.
9. He went and built himself a house.
10. He drove (followed) the donkey.

Grammar points

Summary of verb inflection

Verbal suffixes are non-final suffixes which never occupy the last position in the word, and final suffixes which may be word final. Non-final suffixes are divided into two classes: those which precede the suffixes -wa and -su, and those which follow -wa and -su. The former are the so-called modal suffixes, the latter are -ču and -hti.

Any modal can precede any of the final suffixes. The final suffixes are:

-*rpa*, past definite

-*sqa*, narrative

-*qa*, occurring in the combinations -*nqa*, 3rd person sing. future and -*nqanku*, 3rd p. pl. fut.

-*sah*, 1st p. sing. fut.

-*wah*, 2nd p. cond.

-*y*, imperative

Reading selection

"ñawpa watakunapi"

New Words

awtu	'car'	hwiraq'ay	'go down'
k'iski	'tight'	uya	'face'
q'ewača-kuy	'be afraid'	up"a-kuy	'wash one's face'
k"uskan	'half'	k'uči	'agile, nimble'
inti	'sun'	kolehyo	'school'
k'ančamuy	'light' (vb.)	yača-kuy	'learn'
č"apuy	'mix'	universidád	'university'
mayu	'river'	título	'degree'

ñawpa watakunapi.	The years gone by.
ñawpa watakunapeqa l̄ahtay huč'uyl̄a karqa.	In the years gone by, my town was quite small.
yankunatapis tawatačus p"isqal̄atačus řehseh kayku.[1]	We had only four or five roads.

manan kunampi hinaču awtoskunapis k'iskil̄apiču[2] puri-koh kah karqanku.	Cars were not as crowded as they are now.
kunan waynakunata řikuspaqa asi-kul̄aniña.	I just laugh seeing today's young men.
tukuy imamanta q'ewača-kuyl̄ata munanku.	They are afraid of everything.
k"uskan p'unčay puriytapis q"el̄a-kul̄ankuña.	They feel lazy about half a day's walk.
ñawpapeqa, čay may pačapičus[3] noqan wayna karqani, čay pačapeqa, eskwelaman čayanaykupahqa, orqon orqontarah[4] purinayku karqa.	Before, when I was young, at that time, in order for us to get to school, we would have to walk across hills and still more hills.
manarah inti taytačah[5] k'ančamusahtin, č"apu č"apul̄ata[6] sayari-kunayku kah karqa	We had to get up before the sun came out, at the crack of dawn.
mayl̄aman hwiraq'aspa čiri yakul̄awan uyatapis up"arpari-kuh kayku.	Going down to the river, we would wash our faces with cold water.
čaymantatah k'uči puriyl̄api, manan inti tayta taripači-kuspa, hatun l̄ahtaman hamoh karqayku kolehyopi k'uči yuyayl̄awan[8] yača-kunaykupan.	Then, with a brisk walk, before the sun could catch up with us, we would come to school in the big town with a mind eager to learn.
nitah čay hina watakunapeqa kunampi hinaču unibersidád sutiyohpis karqarahču, čayraykutah astawan yačayta munaspa, čay títulos ninku čaykunata mask'aspatah, q"apahkunahpa wawasnil̄an wah karu l̄ahtasman pureh kanku.	At that time there was no university, and so only the children of the rich who wanted to learn more or to obtain a degree would go to other far away cities.
čay hinal̄a kah karqa kawsay ñawpa watakunapeqa.	That is the way life used to be in the years gone by.

NOTES

[1] Lit. 'we used to know...'

[2] *k'iski* 'tight', *k'iskil̄api* 'just tightly' i.e. crowded.

[3] *čay pačapi* on that occasion; *čay may pačapičus* 'at that time'

[4] -*ta* has an adverbial function; lit. 'hill still hill', the repetition gives an idea of the distance.

[5] 'our (incl.) sun father' i.e. the sun.

[6] *č"apuy* 'to soak, to submerge in a liquid, to mix'; in this case at dawn the day "mixes in" with the night. *č"apul̄ata* 'at dawn'; *č"apu č"apul̄ata* 'at the crack of dawn'.

[7] Notice that in this construction where obligatory habitual action in the past is expressed, the personal suffix is added to the -*na* form.

[8] lit. 'just with agile thought'.

"ñawpa watakunapi"

ñawpa watakunapeqa l̄ahtay huč'uyl̄a karqa. yankunatapis tawatačus p"isqal̄atačus řehseh kayku. manan kunampi hinaču awtoskunapis k'iskil̄apiču puri-koh kah karqanku. kunan waynakunata řikuspaqa asi-kul̄aniña. tukuy imamanta q'ewača-kuyl̄ata munanku. k"uskan p'unčay puriytapis q"el̄a-kul̄ankuña. ñawpapeqa, čay may pačapičus noqan wayna karqani, čay pačapeqa, eskwelaman čayanaykupahqa, orqon orqontarah purinayku karqa. manarah inti taytačah k'ančamusahtin, č"apu č"apul̄ata sayari-kunayku kah karqa. mayul̄aman hwiraq'aspa čiri yakul̄awan uyatapis up"arpari-kuh kayku. čaymantatah k'uči puriyƚapi manan inti tayta taripači-kuspa, hatun ƚahtaman hamoh karqayku kolehyopi k'uči yuyayƚawan yača-kunaykupah. nitah čay hina watakunapeqa kunampi hinaču unibersidád sutiyohpis karqarahču, čayraykutah astawan yačayta munaspa, čay títulos ninku čaykunata mask'aspatah, q"apahkunahpa wawasniƚan wah karu ƚahtasman pureh kanku. čay hinaƚa kah karqa kawsay ñawpa watakuñapeqa.

Response drill based on Reading Selection

"nawpa watakunapi"

1. yačankiču imaynačus řipoh watakunapi ƚahtay kasqanta?
2. mašk"a yankunatatah čay watakunapi řehserqayku?
3. kunan waynakunari imaynatah kanku?
4. măsk"atatah ñawpa řunakuna eskwelaman čayanaykupah pureh karqayku?
5. sumah sut'iyaytaču sayari-koh karqayku?
6. maypitah up"a-koh karqayku?
7. čay watakunapiri unibersidád řehsi-korqañaču?
8. pikunaƚatah titulusta mask'aspa wah karu ƚahtasman pureh karqanku?

Listening-In

don domingoh wasimpi čuhča k'utuyta wakiykučisqanku. ñaq"ačá kunitan kamaqa may č"ika ṛunačus tanta-kunkuñapis. kay uma řut"uku kostumbreqa qolqé orq"onaƚapah sirbin. huč'uy wawata hap'iytawan, sapa řunakuna mašk"atačá munasqankuta t'inkata hina čura-kuspa, čay wawahpa čuhčitanta k'utuykačanku. sapa uhtah imapahčus čay k'utusqanku čuhčata wasinkuman apa-kunkupis, mana noqaqa yačaniču. mana qolqey kasqanrayku mana čay čuhča k'utuyman řerqaniču, iča q"awawankumanpis nispatah. uhyarimuyman karqa tiñisqa piskuyoh yakitusta, iča qowista wal̄pastapis kunan qararenqanku. imanasuntah, tukuy čayta piyerdeniña.

Conversations

I.

A. Shouldn't we go to the hair cutting ceremony?

B. Where (abouts) is that?

A. I don't know yet, they only let me know that there was a hair cutting ceremony.

B. Let's go then, we'll ask.

II.

A. Don Domingo, we come to visit you.

B. Oh fine, it's good that you have come. Come in, please.

A. We are going to have our Luchito's hair cut.

B. Yes, that's why we are getting ready.

III.

A. How much should I put as an offering?

B. Whatever you wish, it will be something indeed.

A. O.K., I'll put six thousand for the time being.

B. O.K., may God reward you. May your children develop nicely.

Cochabamba, Bolivia

UNIT TWENTY-THREE

Dialogue

The anthropologist asks Simuco about the town's fiesta. They then go to the steward's house. A. Anthropologist. B. Simuco. C. Don Severino, the steward.

A.	to be accustomed to	yačay
	Do you usually celebrate the feast of Saint Peter?	sapa wataču san pedro fyestata řuwa-kúy yačankičah?
B.	mass	misa
	person who helps the steward at a fiesta	pasante
	Yes, but some years the stewards only have mass said.	arí, wakin wataspi pero misal̄ata qonku pasantesqa.
A.	Only a mass? Well, why?	misal̄ata? imarayku á?
B.	depend	pendey
	Well, that depends on the stewards. Some have money, others don't.	pasantesmanta penden čayqa ari. wakin qolqeyuh, wakin mana.
	stingy	mič'a
	Some are stingy, others just spend.	wakín mič'as kanku, wakintah kačari-kul̄anku.
	Well, it depends on all that.	tukuy čaymanta penden, ari.

A. saint	santu
to become angry	p"iña-kuy
And doesn't the saint become angry when they don't make a good fiesta for him?	maná čantá santú p"iña-kunri, maná sumahta fyestapohtiykičahri?
B. Yes indeed! He becomes angry.	imayná manari. p"iña-kuyta yačan.
dry up	č'akiy
Last year he made the fields completely dry, and many planted fields perished.	qayna watapipis q'alá č'akiykučin čahrakunata, may č"ika tarpukunatah wañorqanku.
A. And how do the good stewards usually hold the fiesta? What do you say?	sumah pasantesri imaynatá fyestata řuwari-kúy yačankuri? imatatah qan ninki?
B. four	tawa
five	p"išqa
get ready	alistay
They have things prepared in four or five months.	tawa p"išqa kil̄apipuni tukúy imata alistaykuričinku.
flesh, meat	ayča
Many cows and sheep are killed just for the meat.	may č"ika wakas uwihas wañun ayčal̄apahrah.
A whole field of potatoes and corn is used for the food.	uh tarpuypuni papa sarapis mik"uná řuwačinankupah.

A.	And they feed everyone in town?	tukuy pwebloh řunanmanču čantá mik"učinku?
B.	Anybody who wants it and those who come from another town also.	tukuy munahkunaman ari, wah pweblomanta hamohkunamampis.
A.	And so don't they pay for what they eat?	maná mik"usqankumanta pagáy yačankuri?
B.	How could one pay in a fiesta?	imaynatá fyestapi pagasunri?
A.	Can't the stewards sell the food?	maná pasantesqa mik"uná bendenkumanču?
B.	invite	imbitay
	charge	kobray
	And no one could charge a fellow Christian.	nitah ni pipis, uh imbitasqa kristyanu masitaqa kobráy atinmanču.
A.	lunch	almwerso
	Where will today's lunch be?	maypí kunán almwersó kanqari?
B.	steward, person in charge of organizing a fiesta	mayordumu
	At the steward's house	mayordumuh wasimpi

A.	Where is the house? Could we go?	maypí čay wasiri? řiy atisunmanču?
B	band	banda
	around there	čaynehpi
	Where that band is playing, around there.	čay banda waqa-kusan, čaynehpi.
	kind of rocket	kamareta
	There, but there they shoot rockets.	haqay, pero haqaypí kamaretasta kačarisankoqa.
B.	That's the steward's house.	čayqa pasantehpa wasin.
	Don Severino, we have come to visit.	don seberino, bisitareh hamuyku.
C.	Come in, come in, gentlemen.	yayurimuyčah, yaykurimuyčah, weraqočitus.
B.	introduce	presentay
	This gentlemen is my friend. I'll introduce you, Don Severiho.	kay weraqoča amiguy. presentarisqayki, don seberino.
C.	You must have come to enjoy the fiesta, Sir.	fyestari-kuhčá hamurerqanki, weraqoča.
A.	remain	q"epa-kuy
	Yes, if I get accustomed I may stay.	arí tumpata. yača-kul̄asah čayri ičas q"epa-kusqayman.

C.	I don't believe you'll get accustomed.	mana kreemənču yača-kapunaykitaqa.
A.	Well, but with such good gentlemen I would be happy, rather.	pero kəy hina sumah weraqočəswənqa antis kusil̃apičá kari-kuyman, ərí.
C.	girl	sipaku
	Then I would bring you a nice girl. What do you say?	čəy entós uh sumah sipakuta apərqənpuykimən. ima ninkitəh?
A.	Why not!	iməraykú mənəri!
C.	Don't make me laugh.	ha, ha, ama asiči-kuyču.
	life	bida
	You don't know what life in the country is like yet.	mənərah qən řehsisqankiču čahra bidataqa.
B.	procession	prosisyón
	I think it's time. The procession is about to begin.	ñačus sina oraña. prosisyón qal̃arinqaña.
A.	beat, ring	wəhtəy
	Yes. Those bells are ringing also.	ərí. čəy kəmpənaspis wahtaykusənkuña.

B. light, fire	kanaykuy
They say our steward is going to build a big bonfire.	kunan č'sis pasantenčah č"ika hatunta kanaykurenqa kasqa.
A. What is a bonfire?	imatah kanakuri?
fire cracker	kweti
dry branch	čashra
explode	tohayay
B. Well, he will burn tree trunks and dry branches and he will light firecrackers.	řup"ačenqa á kurkusta č'awhrastawan, kwetil̄ustatah tohyančenqa.
A. Is he even going to burn tree trunks?	kurkustapuniču řup"ačenqa?
B. wood	l̄ant'a
Yes, with lots of firewood.	arí. ašk"a l̄ant'atawan
A. Well, then we'll go see.	entonsis, q"awarimusun á?
B. Yes, there will be nice cholas too.	arí, čolitaspis kal̄anqatah.

Dialogue Review

A. sapa wataču san pedro fyestata řuwa-kúy yačankičah?

B. arí, wakin wataspi pero misałata qonku pasantesqa.

A. misałata? imarayku á?

B. pasantesmanta penden čayqa ari. wakin qolqeyuh, wakin mana. wakín mič'as kanku, wakintah kačari-kułanku. tukuy čaymanta penden, ari.

A. maná čantá santú p"iña-kunri, mana sumahta fyestapohtiykičahri?

B. imayná manari. p"iña-kuyta yačan. qayna watapipis q'alá č'akiykučin čahrakuhata, may č"ika tarpukunatah wañorqanku.

A. sumah pasantesri imaynatá fyestata řuwari-kúy yačankuri? imatatah qan ninki?

B. tawa p"išqa kiłapipuni tukúy imata alistaykuričinku.

may č"ika wakas uwihas wañun ayčałapahrah. uh tarpuypuni papa sarapis mik"una řuwačinankupah.

A. tukuy pwebloh řunanmanču čantá mik"učinku?

B. tukuy munahkunaman ari, wah pweblomanta hamohkunamampis.

A. maná mik"usqankumanta pagáy yačankuri?

B. imaynatá fyestapi pagasunri?

A. maná pasantesqa mik"uná bendenkumanču?

B. nitah ni pipis, uh imbitasqa kristyanu masitaqa kobráy atinmanču.

A. maypíkunán almwersó kanqari?

B. mayordumuh wasimpi.

A. maypí čay wasiri? řiy atisunmanču?

B. čay banda waqa-kusan čaynehpi.

A. haqay, pero haqaypí kamaretasta kačarisankoqa.

B. čayqa pasantehpa wasin. don seberino, bisitareh hamuyku.

C. yaykurimuyčah, yaykurimuyčah, weraqočitus.

B. kay wereqoča amiguy. presentarisqayki, don seberino.

C. fyestari-kuhčá hamurerqanki, weraqoča.

A. arí tumpata. yača-kul̄asah čayri ičas q"epa-kusqayman.

C. mana kreemanču yača-kapunaykitaqa.

A. pero kay hina sumah weraqočaswanqa antis kusil̄apičá
kari-kuyman, ari.

C. čay entós uh sumah sipakuta aparqampuykiman. ima ninkitah?

A. imaraykú manari!

C. ha, ha, ama asiči-kuyču. manarah qan rehsisqankiču
čahra bidataqa.

B. ñačus sina oraña. prosisyón qal̄arinqaña.

A. arí. čay kampanaspis wahtaykusankuña.

B. kunan č'isis pasantenčah č"ika hatunta kanaykurenqa kasqa.

A. imatah kanakuri?

B. řup"ačenqa á kurkusta č'awhrastawan, kwetil̄ustatah
tohyačenqa.

A. kurkustapuniču řup"ačenqa?

B. arí. ašk"a l̄ant'atawan.

A. entonsis q"awarimusun á?

B. arí, čolitaspis kal̄anqatah.

Grammar Review

Response drills based on dialogue 23.

1. qan yačankiču imačus uh pasante kasqanta?
2. imaynatah čay pasantes kayta yačanku?
3. syertoču čantá uh sumah fyestapeqa wakastapuni ñak'arinku?
4. tukuy čay hinamantapuniri, imapahtah řuwankuri?
5. mašk"atá čay řunakuna mik"usqankumanta pagáy yačanku?
6. kunan wata fyesta imaynatah kanán yuyanki?
7. pitatah mayordomomanta sutičanku?
8. yačankiču pitačus čolitas nispa nisqankutah?
9. kanakupi čolitas kanqaču kasqa?
10, qan řehsinkiču kanakutaqa?

Review drill: The suffixes -wa and -su; -yki and -ykičah with verbs.

Translate the following sentences:

1. What chicha do you like?
2. Do you feel like having just potatoes?
3. Who invited you?
4. The owner invited me.
5. My husband abandoned me.
6. I love you.
7. We will lend you money.
8. They already paid us.
9. He will give you the money.
10. Give me some, please.

Grammar points

The suffixes -wa and -su occur in verbals with the form -na immediately before the personal suffix: qo-na-wa-n 'his giving me'.

Drill

Translate the following:

1. qonawaykičah.
2. ninawanku.
3. řikunawayki.
4. qonasunku.
5. munanasuyki.
6. qonawaykičah.

Notice the occurrence of -wa and -su before final suffixes except -wah and -sah:

-rqa	qosorqa	'he gave you'
-sqa	qosusqa	'that he gave you'
-nqa	pagasonqa	'he will pay you'
-y	qoway	'Give me!'
-spa	qowaspa	'giving me'

Drill

Translate the following:

1. yanapasorqa.
2. niwarqa.
3. pagasonqanku.
4. yanapawayčah.
5. mik"učisorqa.
6. bendewaspa.

Reading selection

"imastarahčus řehsinkičahpis"

NEW WORDS

hanah	'above'	wañučinaku	'killing'
pača	'world'	geřa	'war'
p"away	'fly'	p"iriy	'destroy'
kwete	'rocket'	urmay	'fall'
řadyo	'radio'	uma	'thought'
telebisyón	'television'	činu	'Chinese'
teatru	'theater'	k"uyay	'love, respect'
aqoyraki	'misfortune'		

imastarahčus řehsinkičahpis.	What more will you know!
imastawanrahčus řehsinkičahpis hamoh watakunapeqa.	I wonder what more you will know in the years to come.
ñan řunaqa hanah pačamampis[1] p"awarinña, čay kwetes ninku čaykunapi, mama kil̄amampis čayaykutaqa munasqankuña.[2]	Man has already flown to the sky, in those rockets they are almost getting to the moon.

ninku hamoh watakunapah kay karu čahraypipis řadyo telebisyones řehsi-kunanta.[3]	The way in the years to come radios and televisions will be known in my far away fields.
manarah čaykunamantaqa imasčus kasqankutapis yačaykurahču, iča wawasnil̄ayku yačarerqanku,[4] iča paykuna teatrusmanpis řenqanku, telebisyón nisqatapis řanti-konqaku.	We don't yet know about those things, whatever they may be, perhaps our children will know them, perhaps they will go to the theater and buy this so-called television.
imasrahčus ma kanqaču hamoh watakunapeqa.	I wonder what else there will be in the years to come!
kunampeqa tukuynintin hal̄p'apis huč'uyl̄aña řunah yačaynimpahqa.	The whole world is too small for man's knowledge.
aman[5] ni ima aqoyraki hamučunču, aman wañučina-kus nitah geřas nisqakuna čayamučunkuču.	May there come no misfortune, may there be no killings or wars.
imaraykučus yačah řunakunamin ninku q"apah l̄ahtakunamanta p"irinakuyl̄á munasqankuta, uhtah uhpa urmaynil̄án mask'anqanta.	Because men that know say that powerful lands want to destroy each other, that each one strives for the downfall of the other.
manan čay hina čehnina-kuy hamohtenqa iča hamoh watakunapi wawasninčah aswan kusiypi kawsanqanku, sumah umata[6] kay kunan tatasninkumanta hap'ispa, manča y k'ača sonqowan yurahkunapis, činuspis, yanaspis kačunku, k"uyana-kuspa, yanapana-kuspa kawsa-konqanku.	If these hatreds don't come, perhaps in the years to come our children will live more happily, learning wise thoughts from their parents, with good will. White, Chinese or black people will live respecting and helping one another.

NOTES

[1] *hanah pača* 'heaven'. In colloquial style one uses syelo.

[2] *čayáy* *munay* 'to want to arrive', also 'to be about to arrive'; this is true of any infinitive in the accusative plus the verb *muna*-.

[3] There is no agreement here.

[4] Lit. 'not yet'; 'about those'; 'what' (pl.) (i.e. things); 'they also are'; 'we know still'; 'We don't yet know about those things, whatever they may be'.

[5] The negative particle *ama* commonly occurs with verbs plus the verbal suffix -*ču*.

[6] Lit. 'good head' (wise thoughts) from their now parents (from their parents) taking hold of, seizing (learning)'.

"imastarahčus rehsinkičahpis"

imastawanrahčus řehsinkičahpis hamoh watakunapeqa. ñan řunaqa hanah pačamampis p"awarinña, čay kuwetes ninku čaykunapi, mama kil̄amampis čayaykutaqa munasqankuña. ninku hamoh watakunapah kay karu čahraypipis řadyos, telebisiyones řehsi-kumanta. manarah čaykunamantaqa imasčus kasqankutapis yačaykurahču, iča wawasnil̄aykuña yačarenqanku, iča paykuna teatrusmampis řenqaku, telebisiyón nisqatapis řanti-konqaku. imasrahčus ma kanqaču hamoh watakunapeqa. kunanpeqa tukuynintin hal̄p'apis huč'uyl̄aña řunah yačaynimpahqa. aman ni ima aqoyraki hamučunču, aman wañučina-kus nitah geřas nisqakuna čayamučunkuču. imaraykučus yačah řunakunamin ninku q"apah l̄ahtakunamanta p"irina-kuyl̄á munasqankuta, uhta uhpa urmaynil̄án mask'asqanta. manan čay hina čehnina-kuy hamohtenqa iča hamoh watakunapi wawasninčah, aswan kusiypi kawsanqanku, sumah umata kay kunan tatasninkumanta hap'ispa, mančay k'ača sonqowan yurahkunapis, činuspis, yanaspis kačunku, k"uyana-kuspa, yanapana-kuspa kawsa-konqanku.

Response drill based on Reading Selection

"imastarahčus řehsinkičahpis"

1. maymantah řunakuna p"awarinkuña?

2. maymantah čay kuwetes nisqakunapi čayayta munasqanku?

3. karu čahraspi řadiyos telebisioyonnesqan řehsi-kunkuñaču?

4. pikunatah řadiyusta telebisiyonestawan hamoh watakunapi řehsenqanku?

5. imastatah noqančah řunakuna mana hamunanta munanančah?

6. imatatah ninku q"apah l̄ahtakunamanta yačah řunakuna?

7. mana čay hina čehnina-kuy hamohtin, imaynatah hamoh watakuna kanqanku?

Listening-In

mančay hatun fiestayku čayaykurimusqan. tukuy kay orqo k'učunehpi kawsah řunakuna sumahtañan suyaykusqayku hatun fyestaykuta. kay k'učunehpi kawsahkunahpataqa san pedro fyesta aswan hatun fyesta. čay hina p'unčay čayamohtin, ñawpah tutanmanta pačaña čaypis, sumah č"ahwal̄api kawsarisqayku. kampanas, kamaretaswan, kuwetil̄us, bandawan, manan samaspa q"aparenqanku kinsa p'unčayta. may č"ikanta uh tutapi, hatučačah kurkustapuni řup"aričispa, haqay orqo puntapi kanarimusqayku. wakas uwehas wañunanku tiyan, tarpu papapuni wayk'u-konqa, fanega saramantatah may sumah aq"ă řuwa-konqa. ahnata noqaykoqa san pedro patronniykohpa fyestanta řuwari-kuy yačayku. qampis munaspaqa hamuƚay. tukupah mik"una, tukuypah uhyanantin qasiƚapi kanqanku.

Conversations

I.

A. They are looking for a steward.

B. What is that?

A. The man who will take charge of the fiesta next year.

B. For that they have to choose the one who is richest.

II.

A. Do you know how to give (make) the fiesta just fine?

B. The fiesta depends on the steward.

A. Don't you men know how to collect money in order to give a good fiesta?

B. Yes, we collect it, but the steward puts in much more.

III.

A. Would you like to go to the bonfire?

B. Yes, let's go, they say there will also be cholitas there.

A. Yes, I know who will go.

B. Then at dusk you will come by for me.

UNIT TWENTY FOUR

Dialogue

Don Rodón is home from a trip abroad. Alejo comes to welcome him. R. Rodón. A. Alejo.

R.	Who is it?	pitah?
A.	Me.	noqa.
R.	What is it? (What do you say?)	imatatah ninki?
A.	answer	kontestay
	Who is answering me?	pitah čaytá kontestamuwasqanri?
R.	Well, the owner of the house.	wasiyoh ari.
A.	voice	bos
	Whose voice is that? It's Don Rodón, probably.	pitah čay hina bosniyohri? don řodó sinaqa.
R.	It's him, the same one, it wouldn't be another.	paypuni ari, kikil̃ampuni mana wahču kanqá.

A.	resemble	řič'ačiy
	But because of your accent it sounded like someone else.	pero noqá čay bosniykimantaqa as wahmantah řič'ačipuyki á.
R.	I often change my accent.	mučas beses noqaqa kambiyal̄ani bosniytaqa.
	someone from Tarija	tariheño
	someone from Santa Cruz	kruseño
	become	tukuy
	I become someone from Tarija or Santa Cruz.	tariheñomanpis kruseñomanpis tukuytaqa tukul̄ani noqaqa.
A.	Every time you get drunk you change your accent.	sapa mačaykuspačá bosniykitá kambiyawah.
R.	English	inglis
	When I get drunk I not only speak that, I even speak English and everything.	mačaykuspaqa manan čayl̄ataču parlani, asta inglistapis, tukuy imatapis parlal̄ani noqaqa.
A.	a few days ago	qanimpa
	get involved	mete-kuy
	But we were speaking to each other so nicely. Why do you meddle with English?	pero may ima k'ačata parla-kusarqančah qanimpa. imapahtah qan inglisman mete-kunki á?

R.	Well, in order to learn somehow.	imaynal̄amantapis yačari-kunapah ari.
A.	son	čuri
	understand	hap'eqay
	But, as you know, the sons of the land have to understand where we are, where we are born.	pero, yačanki hina hal̄p'ah čurinkunaqa hap'eqana kasqan kay maypičus kančah, maymantačus nasi-kunčah.
	We have to talk the language of our native land.	hal̄p'ančahpa siminta parla-kunančah tiyan ari.
R.	foreign, foreigner	estranhero
	Yes, as for speaking, I speak, but I want to learn foreign languages.	arí, parlaytaqa parlal̄ani, pero noqaqa munani estranhero simitapis parlari-kuyta.
A.	If it is so, that's the way it is.	čaytah hinaqa, hina kasqanki ari.
	while	watuy
	turn one's back	wasančay
	Born sometime ago and then disappearing for a while, he turns his back on his country.	unaypi nasi-kuh, watuyl̄ata činkaspatah hal̄p'anta wasančapuh.
R.	nonsense	sonsera
	You are talking nonsense, Don Alejo. Aren't we speaking in the language of our country right now?	sonserás parlasqanki, tata aleho. manaču kunitampipis hal̄p'a siminčahpi parla-kusqančahri?

A.	white blond person	k'anka
	But when you get drunk you don't know your friends, and speaking English you just want to become a Yanki.	pero imatah mačaykurispaqa manañan řehsi-kúy munankiču, inglistatah oq"arispa k'ankal̄aman tukúy munanki.
R.	companion	kompañeru
	Since when have I been your equal?	mayta kunan noqá kompañeru masiykiču kasqani imatáh?
	And coming from far away we become a different kind of man. Or does one travel for nothing?	karumanta hamuspatahri wah hina řunaña kutimunčah ari. hinal̄apahču řinčah, imatahri?
A.	That is what I tell you, and you will always like that, to leave your home and travel to far away lands.	čaytah čaytapuni niykitahqa, qantatah čaypuničá gustasunkiman, wasinta saqey, karu hal̄p'asta purimuy.
R.	observe	ohserbay
	Why should we talk about anything, Don Alejo. Your coming to see me, wasn't just to look at me.	imapahña ni imatapis parlasun, tata aleho. hamuriwaspatah, manačá ohserbahču hamuwarqanki.
A.	glass	basu
	drink	tomay
	No, it wasn't just for that. I said. He comes from so far, that I would drink a glass of chicha with Compadre Rodón.	nitah čayta mask'ahtahču ari. č"ika karumanta čayamusan, hina uh basu aq"atá kurpa řodowan tomaykamuyman nerqani.

R.	"comadre"	kuma
	(onomatopoetic word)	tiw!
	In that case, they say chicha is very good at Comadre Pulika's.	hiɲa čay entonsis kumá pulikahpi aq"ā tiw ɲirisqan ɲinku.
A.	arrival	Ĩegada
	Then, let's go drink to your good arrival.	čay entonsis arí. tomaykurimuna sumah Ĩegadaykipah.

24.6

Dialogue Review

R. pitah?

A. noqa.

R. imatatah ninki?

A. pitah čaytá kontestamuwasqanrí?

R. wasiyoh ari.

A. pitah čay hina bosniyohri? don řodó sinaqa.

R. paypuni ari, kikil̄ampuni, mana wahču kanqá.

A. pero noqá čay bosniykimantaqa as wahmantah rič'ačipuyki á.

R. mučas beses noqaqa kambiyal̄ani bosniytaqa. tariheñomampis kruseñomampis tukuytaqa tukul̄ani noqaqa.

A. sapa mačaykuspačá bosniykitá kambiyawah.

R. mačaykuspaqa manan čayl̄ataču parlani, asta inglistapis, tukuy imatapis parlal̄ani noqaqa.

A. pero may ima k'ačata parla-kusarqančah qanimpa. imapahtah qan inglisman mete-kunki á?

R. imaynal̄amantapis yačari-kunapah ari.

A. pero, yačanki hina hal̄p'ah čurinkunaqa hap'eqana kasqan kay maypičus kančah, maymantačus nasi-kunčah. hal̄p'ančahpa siminta parla-kunačah tiyan ari.

R. arí, parlaytaqa parlal̄ani, pero noqaqa munani estranhero simitapis parlari-kuyta.

A. čaytah hinaqa, hina kasqanki ari. unaypi nasi-kuh, watuyl̄ata činkaspatah hal̄p'anta wasančapuh.

R. sonserás parlasqanki, tata aleho. manaču kunitampipis hal̄p'a siminčahpi parla-kusqančahri?

A. pero imatah mačaykurispaqa manañan rehsi-kúy munankiču, inglistatah oq"arispa k'ančal̄aman tukúy munanki.

R. mayta kunan noqá kompañero masiykiču kasqani imatáh?
karumanta hamuspatahri wah hina řunaña kutimunčah ari.
hinal̄apahču řinčah, imatahri?

A. čaytah čaytapuni niykitahqa, qantatah čaypuničá
gustasunkiman, wasinta saqey, karu hal̄p'asta purimuy.

R. imapahña ni imatapis parlasun, tata aleho. hamuriwaspatah,
manačá ohserbahču hamuwarqanki.

A. nitah čayta mask'ahtahču ari. č"ika karumanta čayamusan,
hina uh basu aq"atá kumpa řodowan tomaykamuyman nerqani.

R. hina čay entonsis kumá pulikahpi aq"a tiw nirisqan ninkú.

A. čay entonsis ari. tomaykurimuna sumah l̄egadaykipah.

Grammar Review

Response drill based on dialogue 24.

1. pitah čawpi tutata don řodoh punkunta takaykusqan?
2. bosninmantaqa don aleho řehsíy atil̄anču don řodota?
3. sapa mačaykuspa imatatah bosninta kambiyah řuna parlah kasqa?
4. čayta uyarispa imatá nerqa don aleho?
5. imatatah hal̄p'ah čurinkuna řuwananku kasqa?
6. imaraykutah don řodó mana hal̄p'ampa simimpi parla-kúy munanču?
7. imayna řunatah kay don řodó kasqa?
8. hal̄p'aykehpa simin gustasunkiču?
9. imaraykutah q"eswata yačáy munaki?
10. ima niwanki? antrupólogo? imá čayri?

Reading selection

"imapahtah wah simí yača-kunčah?"

NEW WORDS

simi	'mouth, language'	parlay	'talk'
q"eswa	'Quechua'	ura	'down, below'
mete-kuy	'meddle'	čimpaykuy	'approach'

imapahtah wah simí yačankunčah? kay q"eswa simiywantahri iča qankunamanqa uma nanayl̄ata qosqaykičahman.	Why we learn another language? Perhaps I am only giving you a headache with my Quechua language.
manamin čayqa hučayču.	That is not my fault.

čay hina k'ača simiyoh kasqaspa[1] qankunapuni mete-kuy munarqankičah kay indyukunah parlayninman.	Having such a beautiful language you wanted to meddle with this Indian language.
yačayniykičahpi yanapariyl̄ata munaspatah noqapis tukuy kaykunata řuwaripuykičah.	Wanting to help you in your learning, I have done all this for you.
sumah sonqota, sumah umatawan dyus tatančah qosunkičah, usqayl̄api kay simita yačarqospa, wah gringu masisniykičahman qankunapis yačayta kikil̄anmantatah qorispa[2]; haqay ura[3] hal̄p'akunanehman hamurinaykičahpah.	May God give you kind hearts and good understanding, so that learning this language quickly, and teaching other foreigner like you the same way, you will come to those Southern lands.
imaraykučus řunaqa parlanari-kuspal̄a řehsina-kúy atinčah, wah simita yača-kuhtah wah řunahpa kawsayninmanta yačaríy munay.	Because we can know other people by talking to one another, and to learn another language is to wish to begin to know about the life of other people.
kay yačay wasitah, kay kornel sutiyoh unibersidadtahri, tukuypah sumah kananta yuyaspa, aswan karu hal̄p'aspi kawsa-kohkunahpa simisninta yačah řunakunawan aparičimun. qankunamantah čay řunakuna tukuy imayna simismanta yačayta qosunkičah, karu hal̄p'aspi kawsah řunakunaman čimpaykurinaykičahpah, uh řuna wah řunah kawsayninman yačanampah, tukuynintin l̄ahtakunapitah k"uyayl̄an wiñanampah.	This place of learning this university called Cornell thinking about the well being of all (men) has its men of learning bring the speech of those who live in far away lands. And those men teach you languages of all sorts so that you will come near men of far away lands, so that one man will know about the life of another man, and so that respect and love will grow in all lands.

NOTES

[1] Lit. 'That way beautiful mouth with being' i.e. 'Having such a beautiful language'.

[2] yačayta qoy 'give knowledge' i.e. 'teach'.

[3] 'down' i.e. toward the South.

"imapahtah wah simí yača-kunačah?"

kay q"eswa simiywantahri iča qankunamanqa uma nanayl̄ata qosqaykičahman, manamin čayqa hučayču, čay hina k'ača simiyoh kasqaspa qankunapuni mete-kúy munarqankičah kay indyukunah parlayninaman. yačayniykičahpi yanapariyl̄ata munaspatah, noqapis tukuy kaykunata řuwaripuykičah. sumah sonqota, sumah umatawan diyus tatančah qosunkičah, usqayl̄api kay simita yačarqospa, wah gringu masisniykičahman qankunapis yačayta kikil̄anmantatah qorispa, haqay ura hal̄p'akunanehman hamurinaykičahpah. imaraykučus řunaqa parlanari-kuspal̄a řehsina-kuy atinčah, wah simita yačakuhtah wah řunahpa kawsayninmanta yačaríy munay. kay yačay wasitah, kay kornel sutiyoh universidadtahri, tukuypah sumah kananta yuyaspa, aswan karu hal̄p'aspi kawsa-kohkunahpa simisninta yačah řunakunawan aparičimun. qankunamantah čay řunakuna tukuy imayna simismanta yačayta qosunkičah, karu hal̄p'aspi kawsah řunakunaman čimpaykurinaykičahpah, uh řuna wah řunah kawsayninman yačanapah, tukuynintin l̄ahtakunapitah k"uyayl̄an munayl̄an wiñanampah.

Listening-In

haqay don řodón k'ankaspa l̄ahtanmanta čayaykamusqa. řikuriwahčah kunanqa, manaña hal̄p'ančahpa simimpipis parlari-kuyta munanču čay hoberokuna simil̄ampiña, inglisl̄apiña, parláy munan. pero ahnal̄apuni karqa kay don řodonqa, huč'uy kasqanmanta pača wah l̄ahtasl̄ata purikačaykuy gustan. may č"ika unaymanta kunampis čayaykamusqan.

A. hina manaču sumah l̄egadata řuwarqamusunman kay don řodota.

B. maytatah pero. mačaykuspaqa inglisl̄amanña sat'i-konga, noqančahtah manan hap'eqay atisunču ni parlasqal̄antapis, haku antis doña polikahman čaypi iskaynil̄ančah uhyaykamusunman, aq"apis tiw nirisqan ninku.

A. pero doña polikahpapitunitahčarí don řodompisqá.

B. baya entós, imanasuntah, haku řina, ari.

Conversations

I.

A. Oh, Don Rodon! Where are you appearing from?

B. Just from over here, Tata Asencio. I came to see my country.

A. How long ago is it that you last visited us?

B. It must be some fifteen years since I left.

II.

A. We will drink to your good arrival, Don Rodon.

B. Alright. Then, let's drink. Let it be to your health.

A. No, to your health first.

B. Then to the two of us, to our health.

A. Fine.

III.

A. Why do you want to speak only in English, Don Rodon?

B. I am about to forget our Quechua language.

A. But getting lost for such a long time!

B. Being that way that's the way it is, but I'll be remembering in a little bit, probably.

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